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ABSTRACT

This curriculum guide, developed for use in a sixth-grade FLES (foreign language in elementary school) program, embraces a visual-audiolingual approach to the teaching of Latin while providing a source of materials for the teaching of the culture of ancient Rome. The course is organized around eight major units on: (1) Jupiter and His Siblings, (2) The Origins of Gods and Man, (3) The Descendants of Jupiter, (4) The Myths in Nature, (5) Stories of Love and Advanture, (6) The Great Heroes, (7) The Story of Troy, and (8) The Founding of Rome. At the beginning of each unit the teacher is provided with an overview of the material to be taught. Each portion of a unit has specific objectives and suggested activities. Other goals of the course include extending the English verbal functioning of children through English vocabulary building based on Latin roots and affixes and broadening the cultural vistas of children through the study of classical antiquity and its impact on our world. The fifth-grade guide for this program ("How the Romans Lived and Spoke") is FL 001 986. (WB)

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VOCES DE OLYMPO
(ECHOES FROM MOUNT OLYMPUS)

A Humanistic Approach to Latin for Children in the Sixth Grade

TEACHERS' GUIDE

Tentative Edition

FL002 000

Instructional Services
The SCHOOL DISTRICT OF PHILADELPHIA

1970

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FOREWORD

The elementary school (FLES) Latin program of the School District of Philadelphia assumes that Latin - when innovatively and meaningfully taught - has a unique contribution to make to the basic education of all children in the intermediate grades.

The course VOCES DE OLYMPO - (ECHOES FROM MT. OLYMPUS) embraces:

. a visual-audio-lingual approach to the teaching of the Latin language emphasizing multisensory media

. the extension of the English verbal functioning of children especially through English vocabulary building based on Latin roots and affixes

. the broadening of the cultural vistas of children through the study of classical antiquity and its impact on our own world

This Teachers' Guide is designed to help the creative teacher impart a humanistic experience in the study of Latin to boys and girls who have completed the course ROMANI VIVENTES ET DICENTES - (HOW THE ROMANS LIVED AND SPOKE).

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This Teachers' Guide was written by Mr. Rudolph Masciantonio, Administrative Assistant for Classical Languages, Instructional Services. Assisting him in the preparation of these materials were members of the School District's Latin Curriculum Committee and various consultants.

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Grateful acknowledgment is made also to 6th grade Latin classes throughout the School District that used these materials in experimental form during 1969-70.

INTRODUCTION

I. THE GENERAL OBJECTIVES OF FLES LATIN

A. To expand the verbal functioning of children in English through:

1. Vocabulary building based on Latin roots and affixes

2. The development of a linguistic awareness which comes from contrasting two languages

3. Creation of an understanding of the Latin words, phrases, and abbreviations which have been assimilated into English

4. The development of familiarity with Latin quotations and mottoes which appear in our communications media and in everyday life

5. Contrastive structural analysis of a highly inflected language vis à vis an uninflected one

B. To extend the cultural horizons of children through:

1. Creating awareness of the impact of the classical heritage in specific areas such as art, architecture, government, law, medicine, religion, mythology, and literature

2. The development of awareness of the diversities within a society and an understanding and appreciation of these diversities

3. The development of an awareness of the differences between a classical civilization and a modern civilization

4. Building understanding of how our culture evolved

5. Inculcating interest in the study of the Classics and the Humanities

C. To improve the child's self concept by giving him the opportunity to study a subject with which he might not otherwise identify.

D. To enable children to understand and to speak Latin (within a certain cultural context) and later to read and write it.

E. To develop an appreciation of the relationship between Latin and other foreign languages, especially the Romance languages.

II. BASIC PRINCIPLES TO BE FOLLOWED IN FLES LATIN

This Teachers' Guide envisions that all teachers of FLES Latin in the School District will follow certain basic principles in their teaching:

A. The course must be geared to meet the needs of all children - not just the college-bound. The teacher must view FLES Latin as an instrument for the basic education of every child and as a worthwhile experience per se.

B. Lively, dramatic, and enthusiastic presentation that fully involves the children and excites them about learning should be used throughout the course. The effective use of such multisensory media as films, filmstrips, tapes, and visuals is a sine qua non.

C. The Latin language should be presented visually-audio-lingually with strong emphasis on understanding and speaking skills. Because younger children are naturally curious about language in its oral aspect, the reading and writing of Latin at the FLES level should be kept to a minimum. Whatever is read in Latin should, of coure, be controlled first as speech.

D. The principles of the direct method of language teaching should be generally employed when Latin utterances per se (as distinguished from English derivative work or cultural information presented in English) are taught. The effective use of the Uncaptioned Visual Cues along with gestures should usually make the meaning of a new Latin utterance clear. Children should have the benefit of understanding and speaking Latin without the interruption or interlarding of English.

E. Usage should be stressed in the teaching of the Latin language. Formal grammatical terminology should not be taught at the FLES level. The teacher should talk in the target language rather than about it in English. Mutandis mutatis, the children should learn Latin the way Roman children learned it centuries ago at their mothers' knees.

F. There should be very strong emphasis on extending the English verbal functioning of the children. Relating English words to their Latin roots and affixes is a uniquely efficient way to build the English vocabulary of

children. The teacher should be convinced of the great need to expand the English vocabulary of urban children since a limited oral English vocabulary seriously hinders all progress in school. The FLES Latin teacher offers in effect a new and vitally more interesting approach to English language arts.

G. The widening of the cultural vistas of the children especially through the comparinq and contrasting of antiquity with their own world and tracing the influence of the classical past on our own world should be emphasized. In the fifth grade curriculum the cultural focus is on everyday life in ancient Roman times; in the sixth grade curriculum, on classical mythology.

It should be clear that, while the creative teacher should adapt and modify the material in this Guide to meet the particular needs of his children, such modifications and adaptations must always be within the framework of the basic principles listed above.

III. THE ORGANIZATION OF THIS COURSE

VOCES DE OLYMPO is divided into Units, each of which has a theme indicated in its title. The Units are in turn divided into Lectiones. Each Lectio is conceived of as a 20 minute segment of instruction for the average class. At the beginning of each Unit for the teachers' guidance, an overview of the material to be taught in that Unit is given. Each Lectio consists of a list of Specific Objectives and suggested Activities.

The course focuses on various aspects of classical mythology. The titles of the Units are as follows:

I. Jupiter and His Siblings

II. The Origins of Gods and Man

III. The Descendants of Jupiter

IV. The Myths in Nature

V. Stories of Love and Adventure

VI. The Great Heroes

VII. The Story of Troy

VIII. The Founding of Rome

In general each Unit contains the following elements:

1. Latin dialogue on the theme of the Unit

2. Latin quotations connected culturally or lexically to the rest of the Unit

3. Cultural information presented mainly in English

4. English derivative work based on Latin lexical items presented in the Unit

5. A Unit Review.

Each teacher in addition to this Guide must have an Instructional Kit containing the following items:

Historical Reconstructions of Ancient Greece (Britannica Corp.)

Historical Reconstructions of Rome (Britannica Corp.)

Historical Reconstructions of Pompeii (Britannica Corp.)

Classroom Map of the Roman Empire (Denoyer-Geppert)

The filmstrip set MYTHS OF GREECE AND ROME (Jam Handy Co.). This filmstrip set includes "Atalanta's Race", "Minerva and Arachne", "Baucis and Philemon", "Prometheus and Pandora", "Apollo and Phaeton", and "Ceres and Proserpina".

Bulletin board pictures on mythology (Life Time Reprints)

A supply of the reader LEGITE PLURA LATINE (locally produced by Instructional Services)

A set of tapes (locally produced by Instructional Services)

The tapes contain recordings of all the songs in the course:

1. Di probos mores

2. Sed tu domitor

3. Ave formosissima

4. Ecce gratum

5. Attonitus novitate

6. Virtus in astra

7. O patria, o divum domus

8. I! Sequere Italiam

9. Extraunital Latin songs

Uncaptioned Visual Cues (locally produced by Instructional Services)

1. Jupiter

2. Juno

3. Ceres

4. Neptune

5. Pluto

6. A hearth

7. Swirling mists, the sky, and the earth

8. The twelve Titans in a mountain lake setting

9. The three Cyclopes making thunderbolts

10. Saturn

11. Nymphs near a stream

12. Various kinds of animals

13. A group of men

14. Prometheus bringing fire to mankind

15. Prometheus being attacked by the eagle

16. Pandora, her box, and evils escaping from it

17. Minerva emerging from the head of Jupiter

18. Minerva making the olive tree grow

19. Mars

20. Vulcan at his forge working

21. Mercury in flight

22. Venus on top of a sea shell

23. Cupid with his bow and arrow

24. Apollo and Diana

25. The staff of Aesculapius

26. Ceres and Proserpina

27. Bacchus

28. Phaeton watching Apollo drive the sun chariot

29. Narcissus admiring his reflection

30. Hyacinth about to be struck by the discus of Apollo

31. The constellation Pegasus

32. King Midas

33. Midas at table with everything changing to gold

34. Apollo and Pan playing their instruments with Midas in the background

35. Midas with donkey ears

36. Hippomenes and Atalanta racing

37. A lioness under a mulberry tree

38. Thisbe weeping over the dead body of Pyramus

39. Tantalus being tormented

40. The blind Oedipus as an old man

41. Adonis being slain by a wild boar

42. Medusa

43. Perseus talking with Minerva and Mercury

44. Perseus flying near an island; Andromeda is tied to the rocks and shouting for help

45. Baby Hercules seizing serpents

46. The boy Hercules taking music lessons

47. Hercules consulting the oracle at Delphi

48. Hercules in a lion's skin fighting hydra

49. Hercules in the Augean Stables with twenty cattle standing by

50. Hercules fighting the Amazons

51. An outline map of Africa

52. Hercules carrying Cerberus

53. The Minotaur getting ready to devour young men and women

54. Paris awarding the golden apple to Venus

55. Menelaus and Agamemnon addressing the Greek chieftains

56. Achilles sulking in his tent

57. The Trojan Horse outside the walls of Troy

58. Laocoon and his two sons being crushed by the serpents

59. Clytemnestra greeting Agamemnon

60. Ulysses' wife weaving with her son nearby

61. Hector's ghost talking to Aeneas

62. Aeneas and companions on a ship

63. Dido receiving Aeneas and Ascanius and other Trojans

64. Hannibal crossing the Alps

65. The Cumaean Sibyl

66. Aeneas with the golden bough about to enter Hades

67. Aeneas looking at his father's ghost, Rome's future splendor, and a map of the Roman Empire

68. Turnus lying dead at Aeneas' feet

69. Romulus and Remus as infants abandoned in the Tiber

70. Romulus and Remus being nursed by the she-wolf

IV. A NOTE ON READING AND WRITING

Unlike the fifth grade Teachers' Guide, ROMANI VIVENTES ET DICENTES, the sixth grade guide does not suggest specifically at which points reading and writing should be introduced. It is hoped that more flexibility will thereby be allowed the teacher in sixth grade FLES Latin in meeting the needs of his children.

As has been stated above, however, under Section II of this Introduction, it is understood that listening-comprehension and speaking skills will be emphasized in FLES Latin, and the amount of reading strictly limited.

It is possible that for some classes - particularly those that contain children who read below grade level in English - the approach to sixth grade Latin will be almost entirely oral. It is probably desirable, however, that all children read the English derivatives and their Latin roots after aural-oral control has been achieved. Certainly priority should be given to the reading of English derivatives and their Latin roots since such reading is eminently practical for all children. The teacher may introduce the reading of derivatives and roots via the chalkboard or other means at the end of each Unit, at the end of several Units, or directly after the Lectio in which the derivatives are learned aurally-orally. The teacher must be careful, however, to avoid the temptation to present the spoken word and the written word simultaneously. After the children have read the derivatives and their roots from the chalkboard and preferably read the derivatives in meaningful English sentences, they should be encouraged to write the derivatives in their notebooks. The teacher may wish the children to keep derivative charts in their notebooks similar to those given in this Guide. Also it may be useful to have the children write model sentences containing the derivatives in their notebooks.

After the reading and writing of English derivatives and their Latin roots, the next reading and writing priority should be given to the material in the reader LEGITE PLURA LATINE. This Instructional Services publication contains the Latin quotations taught as speech in the sixth grade course. Also given is the Latin text of many of the songs contained in the sixth grade course. The teacher may wish to use appropriate sections of the reader at the end of each Unit or after several Units. The teacher should be sure that the Latin text is read aloud chorally and individually. The teacher may ask the children to relate the pictures in the readers to the Latin text. In no case should anything be introduced from the reader that has not been thoroughly mastered aurally-orally.

Only in extraordinary circumstances and always in consultation with Instructional Services supervisory personnel should more reading in Latin be attempted in the 6th grade course.

V. THE SCHEDULING OF FLES LATIN CLASSES

In order for children in the intermediate grades to profit fully from foreign language instruction, that instruction should ideally occur every day for 15 to 20 minutes. If the school's schedule or that of the Latin teacher does not allow daily meetings, meetings should be arranged 4 times a week in 15 to 20 minute slots - or at the

barest minimum, 3 times a week in 15 to 20 minute slots. FLES instruction that takes place once or twice a week for longer periods is not desirable because of the limited attention span of younger children and the need for frequent reentry and review in FLES.

Regular classroom teachers should be encouraged to make themselves aware of the instruction brought by the Latin teacher and to capitalize upon it for interdisciplinary work in such areas as Social Studies, Language Arts, Art, and Science. Thus the 20 minutes of Latin instruction can fertilize almost the entire curriculum.

VI. ARTICULATION

VOCES DE OLYMPO should be used with classes who have completed the course ROMANI VIVENTES ET DICENTES. Since the normal starting point for ROMANI VIVENTES ET DICENTES is grade 5, VOCES DE OLYMPO will frequently be used with 6th grade classes.

It is hoped that FLES Latin will be so exciting and interesting that children will be eager to continue with Latin in grade 7. In fact, one of the important measures of the success of the FLES Latin teacher is the proportion of children who have acquired positive attitudes toward Latin and are "turned on" by it.

The FLES Latin materials have been written primarily with the view towards using ARTES LATINAE, the Encyclopaedia Britannica Latin instructional system, in grade 7. Of all the materials commercially available at present for the teaching of secondary school Latin, ARTES LATINAE conforms best to the philosophy on foreign language teaching enunciated in the POSITION PAPER of the School District's K-12 Foreign Language Curriculum Advisory Committee and echoed in the Introduction to this Guide.

In keeping with the School District's policy of multiple listing of instructional materials, the following three instructional systems are listed for use in secondary school Latin at the present time:

1. ARTES LATINAE, Encyclopaedia Britannica

2. LINGUA LATINA SECUNDUM NATURAE RATIONEM EXPLICATA, The Nature Method Institute

3. LIVING LATIN: A CONTEMPORARY APPROACH, Ginn Co.

It is possible that any of these materials will be used - with modifications in view of the FLES experience of the children - in grade 7. It is also possible that if the FLES materials are not completed at the end of grade 6, they will be continued in grade 7. Some consideration has been given to the possibility of Instructional Services' developing special materials for grade 7.

The teacher in the sixth grade should not be concerned with "covering" a certain amount of material in preparation for the 7th grade. Accepting the children where they are and taking them as far as possible should be the norm in FLES Latin - as in every level of foreign language instruction. The teacher should concentrate his efforts on thorough mastery of the material and, more importantly, on the acquisition of positive attitudes by the children toward the subject area.

UNIT I
JUPITER AND HIS SIBLINGS

AN OVERVIEW OF THE MATERIAL TO BE TAUGHT IN THIS UNIT

1. What classical mythology is and why it is important.

2. Salient information on Jupiter and his siblings.

3. Salient information on Mt. Olympus.

4. Latin utterances connected with this information.

5. English derivatives connected with the Latin utterances presented.

LECTIO 1

Specific Objectives

1. To review the following greetings for the beginning and end of class:

Salvete, discipuli!	Hello, pupils!
Salve!	Hello!
Valete, discipuli!	Goodbye, children!
Vale!	Goodbye!

2. To introduce the following Latin utterances:

Juppiter est.	This is Jupiter.
Juppiter est rex deorum.	Jupiter is king of the gods.
Juppiter in Olympo habitat.	Jupiter lives on Mt. Olympus.
Juno est.	This is Juno.
Juno est regina deorum.	Juno is queen of the goods.
Juno in Olympo habitat.	Juno lives on Mt. Olympus.

3. To teach what Greco-Roman myths are and why they are important.

Activities

1. Begin class by saying the greeting Salvete, discipuli! Most of the children will remember the response Salve! Repeat the greeting several times. Class always begins with the exchange of greetings.

2. Hold up Visual Cue 1, a picture of Jupiter. Say in a very loud voice Juppiter est. Have the children echo. In a more moderate tone say Juppiter est rex deorum. Point to the symbols of royalty in the picture. Have the children echo. Point to Mt. Olympus on the map and say Juppiter in Olympo habitat. Have the children echo.

3. Using Visual Cue 2, a picture of Juno, say Juno est and have the children echo. Say Juno est regina deorum and have the children echo after pointing to the symbols of royalty in the picture. Point to Mt. Olympus on the map and say Juno in Olympo habitat. Have the children echo.

4. Tell the children that there is a great snow-capped mountain in Greece called Mt. Olympus. This mountain was so high that the ancient people including Marcus and Julia - the Roman children who are old friends of the class - thought that this cloud-covered mountain reached the sky. Point to the mountain on the map. Mention that the ancients thought that on top of this mountain were beautiful, large palaces. Perhaps draw a picture of Mt. Olympus on the chalkboard. Say, that this was the home of the gods and goddesses. Jupiter, the mighty king of the gods, (show Visual Cue 1) lived here with his wife, Juno, the queen of the gods (show Visual Cue 2). From here Jupiter threw down his mighty thunderbolts which struck fear and terror in the hearts of everyone.

   In telling this vignette - and likewise other vignettes and stories in this course - it is extremely important that the teacher be as lively and dramatic as possible. By speaking loudly or softly when appropriate, by suggesting the air of mystery in the tone of voice, by gesturing and moving about, by using pictures where possible, the teacher makes the vignettes and stories meaningful and interesting to the children.

5. Put the following names on the chalkboard and ask how many children ever heard of each:

   Superman
   Batman and Robin
   Cinderella
   The Lone Ranger
   Humpty Dumpty
   Santa Claus

   Tell the children that these characters and the stories associated with them are myths similar in many ways to the myths about Jupiter, Juno, and Mt. Olympus that the Greeks and the Romans told. Myths are usually stories about superhuman beings with extraordinary powers.

6. Tell the children that in Latin this year they are going to learn a lot about the myths of the Greeks and Romans. Ask the children why these myths are studied. The concepts you are looking for are as follows:

   a. Myths are interesting.

   b. We find the myths everyplace we look, e.g., in books, in advertising, in the sky.

   c. Myths help explain our own problems.

7. Tell the children that there is just time today to give two quick examples of the influence of Roman myths in our lives. Tell them that one of the months of the year is named for a Roman family which took its name from Juno. Ask which month. The answer, of course, is June. Tell them that one of the planets - the biggest and heaviest - is named for the king of the gods. Ask for the name of the planet. The planet, of course, is Jupiter.

8. Showing Visual Cues 1 and 2, have the children repeat the new Latin utterances listed in the Specific Objectives of this Lectio.

9. Finish class by saying Valete discipuli! Most of the children will remember the response Vale! Class always ends with the exchange of farewell greetings.

LECTIO 2

Specific Objectives

1. To introduce the following Latin dialogue:

Quis est?	Who is this?
Juppiter est.	This is Jupiter.
Quis est Juppiter?	Who is Jupiter?
Juppiter est rex deorum.	Jupiter is king of the gods.
Ubi habitat Juppiter?	Where does Jupiter live?
Juppiter in Olympo habitat.	Jupiter lives on Mt. Olympus.
Quis est?	Who is this?
Juno est.	This is Juno.
Quis est Juno?	Who is Juno?
Juno est regina deorum.	Juno is queen of the gods.
Ubi habitat Juno?	Where does Juno live?
Juno in Olympo habitat.	Juno lives on Mt. Olympus.

2. To present salient information on Jupiter, Juno, and Mt. Olympus.

Activities

1. Show Visual Cue 1. Ask the first two questions listed in the Specific Objectives above. Supply the answers. Have the children echo the answers. Ask the questions and elicit the answers chorally and individually. Use the map in asking the question Ubi habitat Juppiter? Supply the answer. Have the children echo chorally and individually. Point to Mt. Olympus on the map.

2. Show Visual Cue 2. Ask the questions Quis est? and Quis est Juno? Supply the answers. Have the children echo. Ask the questions and elicit the answers chorally and individually. Be sure that the questioning is rapid fire and approached in a spirit of fun and adventure. Intersperse choral and individual responses. Move from one part of the class to another in the individual questioning. Use the map in asking the question Ubi habitat Juno? Invite children to point to Mt. Olympus on the map when they answer the question.

3. Write the term Olympic Games on the chalkboard. Ask the children if anyone ever heard of the Olympic Games. Explain, if necessary, that these are games and contests held every four years involving athletes from many different nations. The Greeks and later the Romans held Olympic Games in honor of Jupiter. The games were called Olympic because they were held originally at a town in Greece called Olympia. The name of this town is related to that of Mt. Olympus. Point to Olympia and Mt. Olympus on the map. Mention that in Olympia there was a great and beautiful temple to Jupiter.

4. Put the following terms on the chalkboard:

   Olympia Lakes
   Olympic Airways
   Olympia

   Mention that many things are named for Mt. Olympus. Have Olympia Lakes identified as a resort in New Jersey. Have Olympic Airways identified as the Greek airline owned by Aristotle Onassis. Have Olympia identified as the capital of the state of Washington.

5. Show Visual Cue 1. Mention that Jupiter had certain jobs to perform. For instance, he had to control the weather. He had to protect rulers and travelers. He had two symbols. One was the thunderbolt. The other was

the eagle. The Romans used Jupiter's eagle on their military standards. We use it on our coins (e.g., the quarter) and on official seals. Ask the children why the eagle was an appropriate symbol for Jupiter. The answer you are looking for, of course, is that the eagle is the strongest and most majestic bird and therefore a fitting symbol of the king of the gods. You may want to mention that Zeus was his Greek name.

6. Show Visual Cue 2. Mention that Juno was the special protectress of wives and that her symbol was a staff which indicated her queenly power. Mention that she was the special protectress of marriages. Even today her month - June - is a favorite month for marriages.

7. Divide the class into two teams. Ask the following questions rapidly, giving each team a point when it provides a correct answer. Emphasize that the real winner is the person who learns the most.

   a. What is Mt. Olympus?

   b. What is Olympia?

   c. What are the Olympic Games?

   d. What were some of the special functions of Jupiter? of Juno?

   e. What are Jupiter's two symbols?

   f. Where did the Romans use Jupiter's eagle?

   g. Where do we use it?

   h. What is the name of the capital city of the state of Washington?

   i. What is a famous resort lake in New Jersey named for Mt. Olympus?

   j. What is the name of the Greek airline?

8. Finish class by a review of the Latin dialogue. You may wish to make this part of the game.

LECTIO 3

Specific Objectives

1. To introduce the following Latin carmen to the gods:

Di, probos mores docili juventae, di, senectuti placidae quietem, Romulae genti, date remque prolem et decus omne.	Gods, grant upright morals to docile young people. To placid old age give peace. To the nation of Romulus give prosperity, children, and every glory.

2. To review song introduction Cantemus carmen _____ .

3. To explain the historical background on Horace's "Carmen Saeculare."

Activities

1. Tell the children that the Romans held celebrations and holidays in honor of their gods and goddesses. In the year 17 B.C. the emperor Augustus ordered a great celebration called the Festival of the Ages to honor all the gods and goddesses - especially Jupiter and Juno - and to remind Romans of the greatness of their empire and their duties and responsibilities toward it. Part of the celebration was the singing by a chorus of boys and girls of a hymn which the Roman poet Horace composed for the occasion. Tell the children that they are going to learn part of that hymn today.

2. Play Tape 1. In addition to the Latin text of the strophe from Horace's "Carmen Saeculare" as given above in the Specific Objectives of this Lectio, the following English version may be sung by the teacher in order to assure comprehension:

> Gods, to all young folk now please grant uprightness.
> Gods, to all old folk bring your peace and quiet.
> Rome and its people shower with your blessings and endless glory.

This English version should not in general be learned or sung by the children.

3. Have the class echo the carmen after you line by line. Do this several times. Have individuals echo line by line.

4. Sing the carmen again or play the tape again. Have the children listen.

5. Tell the children that they are going to take a time machine trip back hundreds and thousands of years to a beautiful sunny day - a holiday in ancient Rome in honor of Juno and Jupiter, the Festival of the Ages. Twenty-seven boys and twenty-seven girls are standing on the Palatine Hill overlooking the Roman Forum. Show the Study Print of the Forum and the Circus Maximus with the Palatine Hill overlooking it. Have the children pretend to be those Roman girls and boys of long ago. Have a child assume the role of Augustus who solemnly intenes Cantemus carmen "Di probos mores". Have the hymn sung through several times with different children as Augustus.

LECTIO 4

Specific Objectives

1. To review the carmen "Di probos mores".

2. To review the historical background on Horace's "Carmen Saeculare".

3. To introduce the following Latin utterances:

Ceres est.	This is Ceres.
Quis est? Ceres est.	Who is this? This is Ceres.
Ceres est dea frumenti.	Ceres is the goddess of grain.
Quis est Ceres?	Who is Ceres?
Ceres est dea frumenti.	Ceres is the goddess of grain.

4. To introduce salient information on Ceres.

Activities

1. Begin class by having the children listen to "Di probos mores" several times. Then have the children echo the words line by line several times. Then say Cantemus carmen "Di probos mores" and have the children sing the song several times. Use this song daily as a change of activity for the next two weeks in order to assure mastery.

2. Ask the children the following questions:

   a. Who was Augustus?

b. Why did he order a great celebration called the Festival of the Ages?

c. Who was Horace?

d. Who composed a hymn for the Festival of the Ages for a chorus of boys and girls to sing?

e. When did Augustus and Horace live?

3. Have the children echo the following terms:

Horace
Augustus
Festival of the Ages

4. Tell the children that today they are going to meet a new goddess, viz., Ceres the goddess of grain. Ceres was the sister of Jupiter. She was in charge of making plants, flowers, trees, and grain grow. Our word cereal comes from her name. Ask how many children know what cereal is.

5. Show Visual Cue 3, a picture of Ceres. Say Ceres est. Have the children echo. Then ask the question Quis est? Elicit the answer Ceres est chorally, then individually. Say Ceres est dea frumenti. Have the group echo. Then ask the question Quis est Ceres? Elicit the answer Ceres est dea frumenti first chorally, then individually.

6. Show the filmstrip on Ceres and Proserpina from the Instructional Kit. Since the class will be returning to this story later in another Unit, go through the filmstrip quickly with emphasis on identifying Jupiter, Ceres, Pluto and other divinities introduced in Unit I. Read or have the captions read. Explain and comment briefly on the pictures, eliciting information from the pupils where possible. If the filmstrip is not available tell the story dramatically. See Unit III, Lectio 17 for suggestions.

LECTIO 5

Specific Objectives

1. To introduce important information on Neptune, Pluto, and Vesta.

2. To review the following Latin utterances:

Juppiter est. Juppiter est rex deorum.

3. To introduce the following Latin utterances:

Neptunus est.	This is Neptune.
Neptunus est rex maris.	Neptune is king of the sea.
Pluto est.	This is Pluto.
Pluto est rex inferorum.	Pluto is the king of the Lower World.
Vesta est.	This is Vesta.
Vesta est dea foci.	Vesta is goddess of the hearth.

Activities

1. Show Visual Cue 4, a picture of Neptune, Visual Cue 5, a picture of Pluto, and Visual Cue 1, a picture of Jupiter. Tell the children that once upon a time there were three brothers, viz., Neptune, Pluto, and Jupiter. These brothers were gods. They controlled the entire universe. In order to run this universe efficiently and to stay out of one another's way they decided to divide it among themselves. One god would take control of the earth and sky. Another god would take control of the sea. The other god would be in charge of the Lower World or Hades. The best part of the universe was the earth and sky. The worst part was Hades, the land of the dead, a place of gloom and darkness. The three brothers drew straws. The longest straw went to Jupiter. He became ruler of the earth and sky. Neptune drew the next longest straw. He became ruler of the sea. He controlled the waves and sea creatures and watched over ships. You may wish to tell the children that his Greek name was Poseidon. Pluto drew the shortest straw. He became ruler of Hades, a vast and mysterious region under the earth to which the spirits of people passed after death.

2. Mention that one of the planets is named for Neptune. The scientists who discovered this planet thought that since there was a planet named for Jupiter, there should also be one named for his brother Neptune. Tell the children that the planet furthest away from the sun is named Pluto. Ask them why this name is appropriate. The answer you are looking for, of course, is that Pluto's kingdom, Hades, was a land of gloom and darkness; the planet Pluto - being furthest from the sun - is likewise a land of gloom and darkness.

3. Have the children repeat the Latin utterances pertaining to Jupiter, Neptune, and Pluto from the Specific Objectives of this Lectio. Tell the children that three of them will pretend to be dividing the universe by drawing straws (i.e., pieces of paper). After all three straws have been drawn and shown to the class, the class should point to the child with the longest straw and say: Juppiter est. Juppiter est rex deorum. Then the class should point to the child with the shortest straw and say: Pluto est. Pluto est rex inferorum. The class should then point to the child with the in-between straw and say Neptunus est. Neptunus est rex maris. Appoint three different pupils to act as gods and repeat the straw drawing.

4. Tell the children that now they are going to meet another sister of Jupiter, the goddess Vesta. Her function was to watch over homes and hearths. Ask if anyone knows what a hearth is. Tell the children that the Romans ordinarily never drew pictures of Vesta or made statues of her. Therefore we will use a picture of a hearth to remind us of Vesta. Show them Visual Cue 6, a picture of a hearth.

5. Have the children repeat the utterances pertaining to Vesta from the Specific Objectives of this Lectio.

LECTIO 6

Specific Objectives

1. To introduce the following Latin dialogue:

Quis est?	Who is this?
Neptunus est.	This is Neptune.
Quis est Neptunus?	Who is Neptune?
Neptunus est rex maris.	Neptune is king of the sea.
Ubi habitat Neptunus?	Where does Neptune live?
Neptunus in Olympo habitat.	Neptune lives on Mt. Olympus.
Quis est?	Who is this?
Pluto est.	This is Pluto.
Quis est Pluto?	Who is Pluto?
Pluto est rex inferorum.	Pluto is king of the Lower World.

Ubi habitat Pluto?	Where does Pluto live?
Pluto in Olympo habitat.	Pluto lives on Mt. Olympus.
Quis est?	Who is this?
Vesta est.	This is Vesta.
Quis est Vesta?	Who is Vesta?
Vesta est dea foci.	Vesta is the goddess of the hearth.
Ubi habitat Vesta?	Where does Vesta live?
Vesta in Olympo habitat.	Vesta lives on Mt. Olympus.

2. To review and expand upon information of Mt. Olympus.

Activities

1. Show Visual Cue 4. Ask the Latin questions that pertain to Neptune. Supply the answers if necessary. Have the children echo. Elicit the answers chorally and individually. When asking Ubi habitat Neptunus? have Mt. Olympus pointed out on the map of the Roman Empire.

2. Using Visual Cues 5 and 6, introduce the expressions pertaining to Pluto and Vesta in a way similar to those pertaining to Neptune.

3. Have the children ask each other Ubi habitat type questions in turn, round robin. Emphasize that it is important to ask and answer the questions very rapidly.

4. Have a child come to the front of the room to point to Mt. Olympus on the map and explain to the group all about Mt. Olympus.

5. Ask the children to tell which gods and goddesses spent the most time away from Mt. Olympus. Give the children a hint if necessary: ask them to think of the jobs that each of the various gods and goddesses performs. Show them Visual Cues 1 to 6. If necessary, explain that Pluto spent most of his time in his kingdom, Hades. He was kept busy there ruling over the spirits of the dead. His kingdom was a large one. It included four rivers and special sections for the spirits of heroes and the spirits of evil people. Because Pluto was associated so closely with death, he was not really welcome on Mt. Olympus. Explain that Neptune also spent a lot of time away

from Olympus because he had a great palace under the sea. Ceres also spent a lot of time wandering around the earth to check on crops and fields.

6. Close class with a review of the new Latin dialogue. Using the cues, ask the questions and elicit choral and individual responses in rapid-fire fashion. In order for this type of drill to be successful the teacher must "bubble over" with Latin questions and more rapidly in eliciting individual answers from one part of the room to another. Whenever individual pupils cannot provide an answer readily, the teacher should supply the answer and then address the question to the whole class.

LECTIO 7

Specific Objectives

1. To review the following Latin utterances:

Quis est? Juppiter est.
Quis est? Juno est.
Quis est? Ceres est.
Quis est? Neptunus est.
Quis est? Pluto est.
Quis est? Vesta est.

2. To introduce the following Latin utterances:

Estne Juppiter? Ita, Juppiter est. Minime, Juppiter non est.	Is this Jupiter? Yes, this is Jupiter. No, this isn't Jupiter.
Estne Juno? Ita, Juno est. Minime, Juno non est.	Is this Juno? Yes, this is Juno. No, this isn't Juno.
Estne Ceres? Ita, Ceres est. Minime, Ceres non est.	Is this Ceres? Yes, this is Ceres. No, this isn't Ceres.
Estne Neptunus? Ita, Neptunus est. Minime, Neptunus non est.	Is this Neptune? Yes, this is Neptune. No, this isn't Neptune.

Estne Pluto? Ita, Pluto est. Minime, Pluto non est.	Is this Pluto? Yes, this is Pluto. No, this isn't Pluto.
Estne Vesta? Ita, Vesta est. Minime, Vesta non est.	Is this Vesta? Yes, this is Vesta. No, this isn't Vesta.

3. To describe the worship of Vesta.

Activities

1. Using the appropriate visual cues ask Quis est? Elicit the answers chorally and individually.

2. Hold up Visual Cue 1, a picture of Jupiter. Ask Estne Juppiter? Answer Ita, Juppiter est. Have the children echo the affirmative answer. Follow a similar procedure with all of the other Estne questions listed in the Specific Objectives of this Lectio. To elicit negative answers hold up a cue which does not correspond to the question asked.

3. Hold up the Britannica Study Print of the Roman Forum showing the Round Temple of Vesta. Explain that the Romans paid special attention to the worship of Vesta and built for her a very beautiful temple in the Forum in which an eternal flame burned in her honor. The Vestal Virgins, who lived near the temple, took care of this sacred fire. Being a Vestal Virgin or priestess of Vesta was considered a great honor for a Roman girl. There were six Vestal Virgins and each one served for thirty years. Ask the children if we honor anyone with an eternal flame. The answer, of course, is affirmative, viz., John F. Kennedy. Explain that this idea of the eternal flame goes back to the ancient Romans. Ask the children if anyone remembers what a forum was. Explain, if necessary, that it was a religious, governmental, and business center in a Roman town or city.

4. Have the children echo the following English terms: Vesta, Vestal Virgins, forum.

5. Close class with a quick review of the new Latin utterances presented in this Lectio.

LECTIO 8

Specific Objectives

1. To introduce the following Latin questions and affirmative answers:

Estne Juppiter rex deorum?	Is Jupiter king of the gods?
Ita, Juppiter est rex deorum.	Yes, Jupiter is king of the gods.
Estne Juno regina deorum?	Is Juno queen of the gods?
Ita, Juno est regina deorum.	Yes, Juno is queen of the gods.
Estne Ceres dea frumenti?	Is Ceres the goddess of grain?
Ita, Ceres est dea frumenti.	Yes, Ceres is the goddess of grain.
Estne Neptunus rex maris?	Is Neptune king of the sea?
Ita, Neptunus est rex maris.	Yes, Neptune is king of the sea.
Estne Pluto rex inferorum?	Is Pluto king of the Lower World?
Ita, Pluto est rex inferorum.	Yes, Pluto is king of the Lower World.
Estne Vesta dea foci?	Is Vesta the goddess of the hearth?
Ita, Vesta est dea foci.	Yes, Vesta is goddess of the hearth.

2. To introduce Latin questions and negative answers patterned on the following:

Estne Juppiter regina deorum?	Is Jupiter queen of the gods?
Minime, Juppiter non est regina deorum.	No, Jupiter is not queen of the gods.
Estne Juppiter dea frumenti?	Is Jupiter the goddess of grain?
Minime, Juppiter non est dea frumenti.	No, Jupiter is not the goddess of grain.
Estne Juppiter rex maris?	Is Jupiter king of the sea?

Minime, Juppiter non est rex maris.	No, Jupiter is not king of the sea.
Estne Juppiter rex inferorum.	Is Jupiter the king of the Lower World.
Minime, Juppiter non est rex inferorum.	No, Jupiter is not king of the Lower World.
Estne Juppiter dea foci?	Is Jupiter the goddess of the hearth?
Minime, Juppiter non est dea foci.	No, Jupiter is not the goddess of the hearth.

3. To review what Greco-Roman myths are and why they are important.

Activities

1. Using the appropriate cues ask the Estne - type questions listed in the Specific Objectives of this Lectio. If the children do not remember how to make affirmative and negative answers the teacher should supply the answers initially and have the children echo. Direct the questions to the group as a whole and to individuals in it.

2. Prop two of the visual cues up against the chalkboard. Have a child assume the role of the teacher. The child should point to appropriate cue and ask the class Estne-type questions patterned on those listed in the Specific Objectives of this Lectio.

3. Tell the children that you will now ask questions on what myths are and why they are important. Ask the following questions:

   a. What is a myth?

   b. What are some American myths similar to the myths of the Greeks and Romans?

   c. What are the two main reasons for studying about the myths of the Greeks and Romans?

   d. Give some examples of the influence of Roman myths in our lives.

4. Invite the children to help put together a bulletin board titled "Echoes from Mt. Olympus". This would be a collage containing references to classical mythology found in advertising and the news media. Items such as the following might be clipped out of magazines and newspapers: an advertisement for Neptune swimming pools, a news story on plans to explore the planet Jupiter, a matchbook cover for Vesta matches. As the pupils learn more about mythology more items will suggest themselves for inclusion in this collage.

   The foreign language teacher should attempt to make his classroom a "cultural island," i.e., he should immerse his pupils in the target culture through bulletin boards, displays, models, pictures, etc. Since the FLES Latin teacher usually visits many classrooms per day, he cannot realistically make each room a complete "cultural island". There should, however, be in each room at least one bulletin board display to remind the children of their Latin study.

LECTIO 9

Specific Objectives

1. To review how English is influenced by Latin.

2. To introduce the following English derivatives audio-lingually: deify, deity, maritime, mare, marine, mariner, inferior, infernal, focus, focal.

Activities

1. Ask the children how many ever heard of the following things: black power, white power, green power, flower power. Tell the children that today they will talk about a power stronger than all of these, viz., word power and the key to word power, viz., Latin. Remind the children that Latin words are often like sticks of dynamite, i.e., they explode into many English words. You may wish to break up a piece of chalk and throw the pieces around to dramatize the word explode. Remind the children that most of the words in the English language come from Latin. Perhaps have a child draw a dictionary chart on the board similar to the one found in the Instructional Kit for ROMANI VIVENTES ET DICENTES.

2. Ask the children if they remember the three ways in which Latin has influenced English. The three ways are:

   a. Through the Romans themselves since England was once part of the Roman Empire.

   b. Through the Normans who invaded England in 1066 and brought with them the Norman language that was very similar to Latin.

   c. Through scholars and writers who since the 15th century have coined new English words from Latin roots.

3. Tell the children that they will now learn some English words that come from the Latin words they have studied recently. Have the children echo - both chorally and individually - each English word in the left-hand column of the following chart. Ask what each of these words means and have it explained in terms of its Latin root. Where necessary supply information quickly. Avoid writing either the Latin root or the English word on the chalkboard. The approach is aural-oral. Use the appropriate visual cues to call to mind the Latin roots.

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
deify	deorum "of the gods"	to make into a god, to treat with supreme regard
deity	deorum "of the gods"	a god or goddess
maritime	maris "of the sea"	connected with the sea, near the sea
mare	maris "of the sea"	a dark area on the surface of the moon once believed to be a sea
marine	maris "of the sea"	of the sea; a type of soldier who serves at sea
mariner	maris "of the sea"	a sailor
inferior	inferorum "of the Lower World"	lower, of lower rank
infernal	inferorum "of the Lower World"	pertaining to hell, detestable

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
focus	foci "of the hearth," "of the fireplace"	central point; to center upon something
focal	foci "of the hearth" "of the fireplace"	central

4. Have the children echo several times each English derivative chorally.

5. Have the children explain each of the following sentences in their own words. Throughout the course the teacher should make sure that the children understand the English derivatives used in sentences and that they themselves use the derivatives in sentences. The children should be urged to try out their new derivatives on their "unlatined" schoolmates at recess, on their family at dinner, and with their friends.

   a. After his death Senator Robert Kennedy was almost deified by his admirers.

   b. The Constitution contains no reference to the deity.

   c. The maritime workers were on strike.

   d. Apollo XI landed in a mare.

   e. Pollution threatens marine life.

   f. Some American automobiles are inferior to European cars.

   g. The drill made an infernal noise.

   h. The meeting focused on race relations.

   i. Philadelphia is the focal point of the Delaware Valley.

LECTIO 10

Specific Objectives

1. To review the English derivatives presented in the preceding Lectio.

2. To present or review the following English terms taken from the names of gods and goddesses: June, Jupiter, cereal, Neptune, neptunium, Pluto, plutonium, plutonian.

Activities

1. Have the children echo each of the following words chorally: deify, deity, maritime, mare, marine, mariner, inferior, infernal, focus, focal.

2. Ask the following questions which employ the derivatives in context:

   a. What would be a reference to the deity?

   b. When Julius Caesar died he was deified by the Roman Senate. What does this mean?

   c. What is a maritime occupation?

   d. Is a sailor a mariner?

   e. Where would an astronaut find a mare?

   f. Why is the Marine Corps so called?

   g. What is an infernal nuisance?

   h. What is inferior merchandise?

   i. What does it mean to focus one's attention on something?

   j. Why is this school called a focal point of your activity?

3. Present the following English derivatives in the manner outlined in the preceding Lectio, Activity 3:

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
June	Juno	the name of a month
Jupiter	Juppiter	the name of the largest planet
cereal	Ceres	a product, a breakfast food

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
Neptune	Neptunus	the name of a planet
neptunium	Neptunus	the name of a new element
Pluto	Pluto	the name of the darkest, coldest, and most remote planet
plutonian	Pluto	dark, gloomy
plutonium	Pluto	the name of a new element produced in atomic explosions

4. Have the children echo each English term connected with the name of a god or goddess.

5. Ask the following questions:

   a. Would a chemist be likely to know about neptunium and plutonium?

   b. What is your favorite cereal?

   c. Why are the planets Jupiter and Pluto so named?

   d. Describe a plutonian cave.

   e. After whom is the month of June named?

6. The teacher may wish to begin construction of a "Tit-Tat-Toe Derivative Game". A piece of cardboard or plywood is divided into 9 squares. Each square has a nail or tack. Sentences using derivatives are printed on heavy paper and attached to each square. The board might look thus:

A god or goddess can be called a d_____.	Merchandise of poorer quality can be called i_____ merchandise.	To make someone into a god is to d_____ him.
Seaweed is a m_____ plant.	Rome was the f_____ point of the Roman Empire.	A dark area on the surface of the moon is called a m_____.
Gomer Pyle was a member of the M_____ Corps.	Columbus was a famous m_____.	Electric saws make an i_____ noise.

The class is divided into X's and O's. When the fill-in is provided for a particular square, it is covered by an X or an O. As the repertoire of derivatives becomes greater, more variety becomes possible in the game. The teacher may wish to enlist the help of children in getting the necessary printing done. Sometimes a bulletin board can serve as a tit-tat-toe board. The teacher must be careful not to expose the children to the reading and writing of a derivative before thorough oral control has been acquired. In this connection see Section IV of the Introduction to this Teachers' Guide, A Note on Reading and Writing.

LECTIO 11

Specific Objectives

1. To introduce the following Latin utterances:

Juppiter sum.	I am Jupiter.
Rex deorum sum.	I am king of the gods.
Juno sum.	I am Juno.
Regina deorum sum.	I am queen of the gods.
Pluto sum.	I am Pluto.
Rex inferorum sum.	I am king of the Lower World.
Neptunus sum.	I am Neptune.
Rex maris sum.	I am king of the sea.
Ceres sum.	I am Ceres.
Dea frumenti sum.	I am the goddess of grain.
Vesta sum.	I am Vesta.
Dea foci sum.	I am the goddess of the hearth.

2. To review the following Latin utterances:

Quid est nomen tuum?
Nomen meum est Marcus.
Ubi habitat Juppiter.
Juppiter in Olympo habitat.

Activities

1. Tell the children that they are going to stage a playlet called "In Olympo." It involves a visit to Mount Olympus by our old friends, Marcus and Julia. Marcus and Julia don't realize that they are in a palace on Mount Olympus, though they are looking for Jupiter's dwelling place. They enter a room where Jupiter and Juno are seated on thrones and Pluto, Neptune, Ceres, and Vesta are standing nearby.

2. Appoint children to play the roles of Marcus, Julia, Juppiter, Juno, Pluto, Neptunus, Ceres, and Vesta. Say the lines for each actor and have the actor repeat. Emphasize to the children the importance of putting expression into what they say and of gesturing appropriately. Here is the script of the playlet:

Marcus, Julia } Salvete!

Juppiter, Juno, Pluto, Neptunus, Ceres, Vesta } Salvete!

Juppiter (to Marcus): Quid est nomen tuum?
Marcus: Nomen meum est Marcus.
Juno (to Julia): Quid est nomen tuum?
Julia: Nomen meum est Julia.
Marcus: Ubi habitat Juppiter?
Juppiter: Juppiter in Olympo habitat. Juppiter sum? (pointing to himself)
Juno: Juno sum!
Pluto: Pluto sum!
Neptunus: Neptunus sum! } (pointing to themselves)
Ceres: Ceres sum!
Vesta: Vesta sum!
Marcus (with his hand on his mouth and looking very surprised):
Juppiter! Juno! Pluto!
Julia (with her hand on her mouth and looking very surprised):
Neptunus! Ceres! Vesta!
Juppiter: Rex deorum sum!

Juno: Regina deorum sum!
Pluto: Rex inferorum sum!
Neptunus: Rex maris sum!
Ceres: Dea frumenti sum!
Vesta: Dea foci sum!
(Marcus and Julia bow profoundly.)
Marcus: Cantemus carmen "Di probos mores"
Marcus, Julia: Di probos mores docili juventae, di, senectuti placidae quietem, Romuli genti, date remque prolem et decus omne.
(Marcus and Julia bow profoundly again.)
Marcus, Julia: Valete!
Juppiter, Juno, Pluto, Neptunus, Ceres, Vesta: Valete!

3. Ask the same actors to go through the play again. Prompt where necessary.

4. Appoint a new set of actors. Go through the play with them. Give as many children as possible the opportunity to be actors. If necessary explain to the group that the new word sum means in English "I am".

5. The teacher may wish to arrange to have this playlet staged in costume in an assembly program.

LECTIO 12

Specific Objectives

1. To review the Latin utterances contained in the playlet "In Olympo" as given in Lectio 11.

2. To review salient information about Mount Olympus.

Activities

1. Appoint new actors to perform "In Olympo". See Lectio 11 for the script of the playlet. Give as many children as possible the chance to participate in the playlet. Prompt where necessary.

2. Tell the children that they are now going to review some of what they've learned about Mt. Olympus. Ask the following questions after dividing the class into two teams:

   a. Where is Mt. Olympus?

   b. What did the Romans and Greeks think was on it?

   c. About how high is Mt. Olympus?

   d. Is it always covered with snow?

   e. Where was Olympia?

   f. Is Olympia the same as Mt. Olympus?

   g. Where were the Olympic Games originally held?

   h. In whose honor were these games held?

   i. How frequently are the Olympics held?

   j. Mention some things in our own culture that are named for Mt. Olympus.

3. Ask the children if they would have been happy or frightened to visit Mt. Olympus the way Marcus and Julia did in the playlet. Ask them to explain their answers.

LECTIO 13

Specific Objectives

1. To introduce or review the following Latin quotations:

Annuit coeptis. (Vergilius)	He has blessed our undertakings.
Elizabeth Secunda, Dei Gratia Regina	Elizabeth II, by the Grace of God, Queen
Hilarem datorem diligit Deus (Hieronymus)	God loves a cheerful giver.

2. To explain the background on each quotation.

Activities

1. Tell the children that they are going to learn or review some famous Latin quotations. The first is Annuit coeptis. Have the children echo this several times chorally and individually. Ask the following questions:

   a. What does Annuit coeptis mean?
   [Answer: "He has blessed our undertakings"]

   b. Who was "he" in this quotation according to the Romans?
   [Answer: Jupiter]

   c. What 1st century B.C. Latin poet first said Annuit coeptis?
   [Answer: Vergil]

   d. On what piece of American money is this quotation found?
   [Answer: On the reverse side of the dollar bill]

   e. Why is it found there?
   [Answer: The Founding Fathers of our country knew a lot of Latin and admired Roman culture. It was natural for them to select a Latin motto. They patterned our government on that of the Roman Republic.]

2. Tell the children that other countries use Latin inscriptions on their money. Ask if anyone has ever seen a Canadian penny. Tell them that on Canadian pennies and other coins one finds a picture of Queen Elizabeth II with the words Elizabeth Secunda Dei Gratia Regina. Explain that this menas "Elizabeth the Second, by the Grace of God, Queen". Explain that some of these words are abbreviated. Explain that similar inscriptions are found on the coins of such countries as Sierra Leone, Gambia, Malta, Jamaica, Australia, New Zealand, Britain, and Ceylon. If a map of the world is available, have children locate these places. Have the children echo the quotation chorally and individually.

3. Tell the children that the last quotation is from a famous Latin translation of the Bible by a man named Saint Jerome. Explain that the Bible was originally written in Hebrew and Greek but was translated into Latin by Saint Jerome. The quotation is Hilarem datorem diligit deus. It means "God loves a cheerful giver". Have the children echo the quotation chorally and individually. Perhaps draw a cheerful giver on the board with a friendly old man representing God.

4. Ask the following questions:

   a. Who was Vergil?

   b. Who was St. Jerome?

   c. What are some countries that use Elizabeth Secunda, etc. on their coins?

   d. What does each of the three quotations mean in English?

LECTIO 14

Specific Objectives

1. To review the quotations introduced in the preceding Lectio and the background on each.

2. To introduce the following English derivatives audio-lingually: habitat, habitation, inhabit, Olympian, regal, regalia, hilarious, hilarity.

Activities

1. Tell the children that they are going to play a game called "Optime!" Divide the class into three teams, perhaps assigning names to each (e.g., senatores, gladiatores, equites). Ask each team in turn a question on the quotations explained in the preceding Lectio. Here are some possible questions:

   a. What is meaning of Annuit coeptis?

   b. Who said Annuit coeptis?

   c. Who was Vergil?

d. When did Vergil live?

e. For the Romans who was the "he" in "he has favored our undertakings"?

f. On what American money is Annuit coeptis found?

g. Where is Elizabeth Secunda, Dei Gratia Regina, Defensor Fidei found?

h. What does this mean?

i. Besides Canada, what are some other countries that use this inscription on their coins?

j. Who made the famous Latin translation of the Bible?

k. In what languages was the Bible originally written?

l. What does Hilarem datorem diligit Deus mean?

For each correct answer on the first try say Optime! to the team and mark a stroke on the chalkboard in the proper column. A team gets no credit when there is consultation among the members. If the team consults among itself or if it gives a wrong answer, the question goes to the next team. The team with the most points at the end of 5 minutes wins.

2. Have the children echo the three quotations from the preceding Lectio chorally.

3. Tell the children that they are going to talk about some English words taken from recently learned Latin words. Approach the following derivative chart in the usual fashion (see Lectio 9):

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
habitat	habitat "lives"	dwelling place
habitation	habitat "lives"	dwelling place, habitat
inhabit	habitat "lives"	to live in a place
Olympian	in Olympo	god-like

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
regal	regina "queen"	royal
regalia	regina "queen"	decorations, emblems, or insignia
hilarious	hilarem "cheerful"	funny
hilarity	hilarem "cheerful"	boisterous gaiety, mirth

Be sure that the children echo the derivatives chorally. If time allows invite the children to use the derivatives in sentences.

LECTIO 15

Specific Objectives

1. To review the English derivatives presented in the preceding Lectio.

2. To introduce the following Latin utterances:

[N.B. to the teacher: Whenever "Videsne" occurs in this teacher's guide, the teacher should substitute "Videtisne" when addressing the whole class or two or more children and vice versa.]

Jovem video.	I see Jupiter.
Videsne Jovem? Jovem video.	Do you see Jupiter? I see Jupiter.
Junonem video.	I see Juno
Videsne Junonem? Junonem video.	Do you see Juno? I see Juno.

Activities

1. Ask the following questions:

   a. What is the natural habitat of fish?

   b. What is the natural habitation of fish?

   c. Do fish inhabit the sea?

   d. What would a man of Olympian appearance look like?

e. What would a man of regal appearance look like?

f. What is a hilarious joke?

g. Would there be likely to be hilarity at a party?

h. What would be presidential regalia?

2. Have the children echo each of the following words: habitat, habitation, inhabit, Olympian, regal, regalia, hilarious, hilarity.

3. Show Visual Cue 1 (a picture of Jupiter). Say Video Jovem. Have the children echo. Then ask the question Videsne Jovem? and encourage the children to answer Video Jovem. It may be necessary to explain that Jovem video means "I see Jupiter" and that Jovem is a form of Jupiter's name in Latin. Get the children into the habit of pointing to the cue as they say Jovem video. Using Visual Cue 2 (a picture of Juno) introduce Junonem video and Videsne Junonem/Junonem video in a similar fashion. When teaching Latin dialogue the teacher should give the children the experience of understanding and speaking the new language without recourse to English. Occasionally in introducing a new utterance it may be necessary to tell the children the meaning of the utterance in English. The use of English, however, should be that of a quick aside. The children should have the unique cultural and linguistic experience that comes from direct communication in the target language.

LECTIO 16

Specific Objectives

1. To review the following Latin utterances from the preceding Lectio:

Videsne Jovem?	Jovem video.
Videsne Junonem?	Junonem video.

2. To introduce the following new Latin utterances:

Videsne Neptunum?	Do you see Neptune?
Neptunum video.	I see Neptune.
Videsne Plutonem?	Do you see Pluto?

Plutonem video.	I see Pluto.
Videsne Cererem?	Do you see Ceres?
Cererem video.	I see Ceres.
Videsne vestam?	Do you see Vesta?
Vestam video.	I see Vesta.

Activities

1. Place each of Visual Cues 1-6 at various points in the class room, e.g., in the back of the room, along the sides, etc. Walk up to the appropriate cue and say Jovem video, Vestam video, etc. Have the children echo. Then have a group of about 5 pupils walk around with you. The 5 pupils should echo you. The class should echo the 5 pupils.

2. Ask the question Videtisne Jovem? and have the children point to the appropriate cue as they give the answer Jovem video. Follow the same procedure with all 6 cues.

3. Tell the children that they will now play the "Pointing Game". With Visual Cues 1-6 positioned at various locations in the classroom ask Videtisne and Videsne type questions. When children answer either chorally or individually they must point to the appropriate cue. Ask the questions in a lively and fast-moving fashion. After the children become more adept at giving the answers the teacher may try to trap them by looking at the "wrong" cue and asking them a question. Later individual children may be invited to assume the role of the teacher. The teacher may wish to have individual children hold the cues at various places in the room. These children may change location at will and thus compel the class to be very attentive in pointing to the correct cue.

LECTIO 17

Specific Objectives

1. To introduce the following English derivatives connected with recently learned Latin words: jovial, joviality, Jove, video, visual, visibility, vision.

2. To review the following utterances:

Videsne Jovem?	Jovem video.
Videsne Junonem?	Junonem video.
Videsne Cererem?	Cererem video.
Videsne Neptunum?	Neptunum video.
Videsne Vestam?	Vestam video.
Videsne Plutonem?	Plutonem video.

Activities

1. Have the children echo each of the English words in the following derivative chart. Relate each word to the Latin root and explain the meaning of each word. Elicit as much information as possible from the children.

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
jovial	Jovem	cheerful (like Jupiter)
joviality	Jovem	cheerfulness
Jove	Jovem	another name for Jupiter
video	video "I see"	pertaining to a picture
visual	video "I see"	pertaining to sight
visibility	video "I see"	capability of being seen
vision	video "I see"	ability to see

2. Ask the children to explain the meaning of each of the following sentences in their own words:

   a. Santa Claus is jovial.

   b. There is much joviality at birthday parties.

   c. The Englishman exclaimed, "By Jove!"

   d. Radio programs have no video component.

e. Good vision is important.

f. Visibility is good from the top of City Hall.

g. The Mummers' Parade is visually very attractive.

3. Play the "Pointing Game" with the Latin utterances listed in the Specific Objectives of this Lectio. See Lectio 16 of this Unit for directions on this game.

4. Have the children echo each new derivative chorally several times.

5. Invite the children to use the derivatives in sentences of their own. You may wish to assign the children to use several of the derivatives at home or after school. Children might be invited the next day to tell how they used the derivatives.

LECTIO 18

Specific Objectives

1. To introduce the following utterances:

Puerum video.	I see a boy.
Videsne puerum? Puerum video.	Do you see a boy? I see a boy.
Puellam video.	I see a girl.
Videsne puellam? Puellam video.	Do you see a girl? I see a girl.
Fenestram video.	I see a window.
Videsne fenestram? Fenestram video.	Do you see a window? I see a window.
Januam video.	I see a door.
Videsne januam? Januam video.	Do you see a door? I see a door.

2. To review the derivatives presented in the preceding Lectio.

Activities

1. Using "live" props: a boy, a girl, a window, and a door, introduce the utterances listed above in the usual fashion.

2. Ask the following questions:

   a. What is a jovial person?

   b. Are hilarity and joviality almost the same?

   c. If an Englishman swears "by Jove", by whom is he swearing?

   d. If the video portion of a television program is lost, what is lost?

   e. What is a visual defect?

   f. Is the visibility through a dirty window good or bad?

   g. Are cats supposed to have keen vision?

3. Using "live" props play the "Pointing Game" again. See Lectio 16 for directions.

4. Have the children explain the meaning of each of the following derivatives in terms of the Latin root: jovial, joviality, Jove, video, visual, visibility, vision. Have the children echo the derivatives chorally.

5. In rapid-fire fashion have the class indicate chorally whether each of the following statements is true or false:

   a. A jovial person is a cheerful person.

   b. The picture portion of a television program is called the video portion.

   c. Jove is another name for Jupiter.

   d. Jackie Gleason is full of joviality.

   e. Eyeglasses correct visual defects.

f. In the fog visibility is poor.

g. Ophthalmologists test people's vision.

LECTIO 19 (UNIT REVIEW)

Specific Objective

To review the Latin utterances presented in this Unit:

Quis est? Juppiter est.

Quis est? Juno est.

Quis est? Ceres est.

Quis est? Neptunus est.

Ques est? Pluto est.

Quis est? Vesta est.

Quis est Juppiter? Juppiter est rex deorum.

Quis est Juno? Juno est regina deorum.

Quis est Ceres? Ceres est dea frumenti.

Quis est Neptunus? Neptunus est rex maris.

Quis est Pluto? Pluto est rex inferorum.

Quis est Vesta? Vesta est dea foci.

Ubi habitat Juppiter? Juppiter in Olympo habitat.

Ubi habitat Juno? Juno in Olympo habitat.

Ubi habitat Ceres? Ceres in Olympo habitat.

Ubi habitat Neptunus? Neptunus in Olympo habitat.

Ubi habitat Pluto? Pluto in Olympo habitat.

Ubi habitat Vesta? Vesta in Olympo habitat.

Estne Juppiter? Ita, Juppiter est. Minime, Juppiter non est.

Estne Juno? Ita, Juno est. Minime, Juno non est.

Estne Ceres? Ita, Ceres est. Minime, Ceres non est.

Estne Neptunus? Ita, Neptunus est. Minime, Neptunus non est.

Estne Pluto? Ita, Pluto est. Minime, Pluto non est.

Estne Vesta? Ita, Vesta est. Minime, Vesta non est.

Estne Juppiter rex deorum? Ita, Juppiter est rex deorum.

Estne Juno regina deorum? Ita, Juno est regina deorum.

Estne Ceres dea frumenti? Ita, Ceres est dea frumenti.

Estne Neptunus rex maris? Ita, Neptunus est rex maris.

Estne Pluto rex inferorum? Ita, Pluto est rex inferorum.

Estne Vesta dea foci? Ita, Vesta est dea foci.

Estne Juppiter regina deorum? Minime, Juppiter non est regina deorum.

Estne Juppiter dea frumenti? Minime, Juppiter non est dea frumenti.

Estne Juppiter rex maris? Minime, Juppiter non est rex maris.

Estne Juppiter rex inferorum? Minime, Juppiter non est rex inferorum.

Estne Juppiter dea foci? Minime, Juppiter non est dea foci.

Juppiter sum. Rex deorum sum.

Juno sum. Regina deorum sum.

Ceres sum. Dea frumenti sum.

Neptunus sum. Rex maris sum.

Pluto sum. Rex inferorum sum.

Vesta sum. Dea foci sum.

Videsne Jovem? Jovem video.

Videsne Junonem? Junonem video.

Videsne Cererem? Cererem video.

Videsne Neptunum? Neptunum video.

Videsne Plutonem? Plutonem video.

Videsne Vestam? Vestam video.

Videsne puerum? Puerum video.

Videsne puellam? Puellam video.

Videsne fenestram? Fenestram video.

Videsne januam? Januam video.

Cantemus carmen "Di, probos mores".

Di, probos mores docili juventae,
di, senectuti placidae quietem,
Romulae genti, date remque prolem
et decus omne.

Annuit coeptis.

Elizabeth Secunda, Dei Gratia Regina, Defensor Fidei.

Hilarem datorem diligit Deus.

Activities

1. Appoint children for a performance of the playlet "In Olympo." Have this playlet presented at least once.

2. Tell the children that they will now play a game of "Right Reply". Ask the class to stand up and divide it into two teams of equal number. If there is an odd child tell him that he must serve on both teams. Tell the children that the idea is to give a correct and sensible reply to whatever the gamemaster (i.e., the teacher) says. For example, the gamemaster asks Ubi habitat Juno? The first child in one team answers Juno in Olympo habitat. In the case of a Latin quotation the child need only echo it correctly. Whenever a child misses or garbles an answer, he must say it correctly after the gamemaster and then sit down. The team with the most children standing after a specified number of rounds is the winner. The gamemaster should ask questions in a rapid-fire fashion to lend excitement to the game. Appropriate visual cues should be used as needed.

LECTIO 20 (UNIT REVIEW)

Specific Objective

To review the following English derivatives presented in this Unit: deify, deity, maritime, mare, marine, mariner, inferior, infernal, focus, focal, June, Jupiter, cereal, Neptune, neptunium, Pluto, plutonium, plutonian, habitat, habitation, inhabit, Olympian, regal, regalia, hilarious, hilarity, jovial, joviality, Jove, video, visual, visibility, vision.

Activities

1. Tell the children that they are going to review the new English words they have been learning. Have the group echo chorally several times the derivatives given above.

2. Tell the children that they will play the "Optime!" game on these derivatives. See Lectio 14 for directions. Ask questions about the etymologies and meanings of each of the above words.

3. Close class with choral echoing of all the above listed words.

LECTIO 21 (UNIT REVIEW)

Specific Objectives

1. To review what mythology is and why it is important.

2. To review salient information on Jupiter, Juno, Ceres, Neptune, Pluto, Vesta, and Mt. Olympus.

Activities

1. Tell the children that they are going to review some of the things they've learned about myths and various gods and goddesses. Ask the following questions:

   a. What is a myth?

   b. What are some American myths?

   c. Why do we study Greco-Roman myths?

   d. What is Mt. Olympus?

   e. What are the Olympic Games?

   f. Who was the king of the gods?

   g. What were some of Jupiter's special functions?

   h. Who was the queen of the gods?

   i. What were Juno's special functions?

2

j. What did Ceres do?

k. Who were Jupiter's brothers and what was each brother in charge of?

l. Which goddess is never pictured in art?

m. How was Vesta worshipped at Rome?

2. Tell the children that they will now play the "Quis sum?" game. A child comes to the front of the class and assumes the identity of a god or goddess. He describes himself (in English) to the class and then asks Quis sum? (Who am I?). The class responds in Latin with the name of the god or goddess. For instance, a child might say the following:

"My special symbols are the eagle and the thunderbolt. I have a planet named for me. I am the protector of rulers and travelers. I rule the sky and the weather. Quis sum?"

The class would respond in Latin, "Juppiter". Then another child describes himself and so forth.

3. The teacher may wish to assign - perhaps with the help of the cooperating teacher - composition work in which the children invent their own myths. The myths invented might involve interaction between the children and the various gods and goddesses they have met in the course. Particularly interesting compositions might be read to the entire class. The composition writing might take place during the Latin period or at some other time. If the children respond well to this assignment, it might be repeated at other points in the course.

UNIT II
THE ORIGINS OF GODS AND MAN

AN OVERVIEW OF THE MATERIAL TO BE TAUGHT IN THIS UNIT

1. Salient information on the origin of the gods and man.

2. The stories of Prometheus, Pandora, and Deucalion.

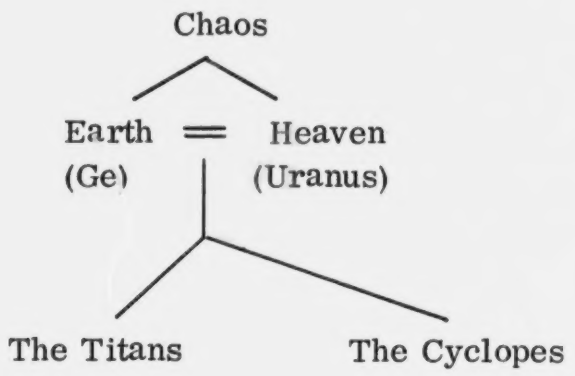
3. Latin utterances connected with items 1 and 2.

4. English derivatives related to the Latin utterances.

LECTIO 1

Specific Objectives

1. To explain the following family tree of the gods:



2. To introduce the following Latin utterances:

Quis est?	Who is this?
Chaos est.	This is Chaos.
Terra est.	This is Mother Earth.
Caelum est.	This is Sky.
Quid agit Chaos?	What does Chaos do?
Chaos Caelum et Terram creat.	Chaos makes the Sky and Mother Earth.

Activities

1. Tell the children that in this Unit they are going to learn about how - according to mythology - the gods and human beings came into existence. Today they will concentrate on the early gods and goddesses.

2. Explain the family tree given in the Specific Objectives of the Lectio in the following terms eliciting as much information as possible from the children: Many, many, many years ago there was no earth or sky. No plants, animals, or human beings were anywhere. Jupiter and Juno did not exist. There were only swirling mists and darkness. These swirling mists and darkness were the god Chaos, the first god. Chaos was lonely. From some of the mist he formed a goddess named Earth or Mother Earth or Ge.

From some of the darkness Chaos made Sky or Uranus. Thus Chaos now had a family, a daughter named Earth and a son named Sky. Earth fell in love with the beautiful starry Sky and became his wife. The Earth's first twelve children were called the Titans. All twelve Titans were strong giants. (If necessary ask what a giant is and remind them of the TV program, Land of the Giants.) Earth and Sky were very proud of them. The Earth had three more sons called Cyclopes (singular, Cyclops). These too were giants but they were very ugly. Each had one huge glowing eye in the center of his forehead. Tell the children that they will learn more about the Cyclopes and the Titans later.

2. Show Visual Cue 7, a picture of swirling mists, the Sky, and the Earth. Point to appropriate parts of the cue while asking Quis est? and elicit the answers listed in the Specific Objectives of the Lectio. Then ask the question Quid agit Chaos? Model the answer and have the children repeat it chorally and then individually. At some point it may be necessary to tell the children the meaning of the answer in English but care should be taken to avoid the use of English as much as possible when Latin per se is being taught.

3. Ask the following questions:

   a. Who was Chaos?

   b. Who were the two children of Chaos?

   c. What is another name for the goddess Ge?

   d. What is another name for the god Uranus?

   e. Who were the Titans?

   f. Who were the Cyclopes?

   g. How many eyes did each Cyclops have?

4. Finish by reviewing the Latin dialogue.

LECTIO 2

Specific Objectives

1. To discuss the Titans and Cyclopes further.

2. To introduce the following Latin utterances:

Quis est?	Who is this?
Titanus est.	This is a Titan.
Cyclops est.	This is a Cyclops.
Qui sunt?	Who are these?
Titani sunt.	These are Titans.
Cyclopes sunt.	These are Cyclopes.

Activities

1. Tell the children that today they will learn more about the Titans and the Cyclopes. Ask the children who the Titans were and who the Cyclopes were. Remind the children that Earth and Sky were very proud of the Titans. Earth created mountains for the giant Titans to use as chairs and deep lakes for them to wade in. Sky made new stars so that he could admire his family better. Show them Visual Cue 8 which depicts the 12 Titans in a mountain-lake setting. Ask the children about the appearance of the Cyclopes, the other children of Earth and Sky. Show them Visual Cue 9, which depicts the three Cyclopes making thunderbolts. Tell them that Ge taught the Cyclopes to be blacksmiths. Ask for an explanation of the term black-smith. Tell them that although Earth loved the Cyclopes, their father Sky hated them because they were ugly. Since the Cyclopes sensed that their father hated them, they decided to spend their lives working far under the ground. They established a blacksmith's shop under a tall mountain. Eventually, they learned to make thunderbolts. Sky was furious at them when they hurled a thunderbolt up to his stars. He picked them up and hurled them back to Earth. They would have been smashed to pieces if Ge hadn't opened a deep hole for them to fall into. Uranus sealed the hole to keep the Cyclopes imprisoned. The hole was called Tartarus.

2. Have the children echo the following terms in English: Chaos, Uranus, Ge, Titans, Cyclopes, Tartarus. Ask for an explanation of each.

3. Using Visual Cues 8 and 9, introduce the new Latin utterances listed in the Specific Objectives of this Lectio. The differences between singular and plural may be indicated through skillful painting.

4. Ask the following questions quickly:

   a. Were Ge and Uranus proud of the Titans?

   b. How did Ge and Uranus feel about the Cyclopes?

   c. What job or occupation did the Cyclopes engage in?

   d. What did Uranus do when the Cyclopes hurled a thunderbolt up to the stars?

LECTIO 3

Specific Objectives

1. To explain the story of the overthrow of Uranus.

2. To introduce the following Latin utterances:

Quis est?	Who is this?
Saturnius est.	This is Saturn.
Videsne Saturnium?	Do you see Saturn?
Saturnium video.	I see Saturn.
Videsne Chaos?	Do you see Chaos?
Chaos video.	I see Chaos.
Videsne Caelum?	Do you see Sky?
Caelum video.	I see Sky.
Videsne Terram?	Do you see Mother Earth?
Terram video.	I see Mother Earth.
Videsne Titanum?	Do you see a Titan?
Titanum video.	I see a Titan.
Videsne Cyclopem?	Do you see a Cyclops?
Cyclopem video.	I see a Cyclops.

Activities

1. Tell the children that one of the 12 Titans was named Saturn. Show them Visual Cue 10, a picture of Saturn with his cycle in hand. Tell them that Saturn was the strongest and bravest of the Titans. (The children might be asked about the Saturnalia, the great winter festival in honor of Saturn. They might also be reminded of the fact that the planet Saturn and Saturday are named for Saturn.) Tell the children that after Uranus hurled the Cyclopes into Tartarus, Earth began planning to destroy her cruel husband. In the whispering of every tree leaf and in the babbling of each brook, she called to her other children, the Titans, for help. All the Titans heard their mother's voice begging them to attack the sky but only Saturn had the courage to try it. The others were much too afraid of their father. Saturn made a tool with a sharp, curved blade called a sickle. Saturn used it to rip great holes in the clouds and to tear down many beautiful stars. Uranus was wounded so badly that he surrendered his powers to Saturn. Saturn became the new ruler of the universe.

2. Using Visual Cue 10, introduce Quis est?/Saturnius est in the usual fashion. Using the appropriate cues introduce the other questions and answers found in the Specific Objectives of this Lectio.

3. Ask the following questions:

   a. Who were the Titans?

   b. Who were the Cyclopes?

   c. Who was Saturn?

   d. After Uranus hurled the Cyclopes into Tartarus, what did Earth plan to do?

   e. What did Saturn do to his father Uranus?

   f. After Uranus was wounded who became ruler of the universe?

4. Finish the lesson with a review of the new Latin utterances.

LECTIO 4

Specific Objectives

1. To introduce the following English words related to recently taught Latin utterances: chaos, chaotic, terrace, terrain, terrestrial, terra firma, terra cotta, Uranus, uranium, celestial, geography, geology, titanic, the TITANIC, cyclopean, Saturn, Saturday.

2. To review all the new Latin utterances presented thus far in this Unit.

Activities

1. Using the visual cues, review the Latin utterances thus far presented in this Unit in the usual fashion.

2. Tell the children that they are going to learn some new English words connected with Latin words they have been learning. Approach the following derivative chart in the usual fashion:

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
chaos	Chaos - the first god	great confusion
chaotic	Chaos - the first god	in great confusion
terrace	terra "earth"	a flat raised piece of land
terrain	terra "earth"	land
terrestrial	terra "earth"	of the earth, of land
terra firma	terra "earth"	solid earth
terra cotta	terra "earth"	a kind of hard, brownish-red earthenware
Uranus	Uranus - Sky	name of a planet
uranium	Uranus - Sky	an element named for Uranus used in the atomic bomb

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
celestial	Caelum "Sky"	of the sky, having to do with the heavens
geography	Ge "earth"	study of the earth
geology	Ge "earth"	science that deals with the earth's crust, rocks
titanic	Titanus "a Titan"	gigantic
the TITANIC	Titanus "a Titan"	famous ship sunk in the Atlantic
cyclopean	Cyclops "giant"	gigantic
Saturn	Saturnius "Saturn"	the name of a planet
Saturday	Saturnius "Saturn"	a day of the week

3. Ask the following questions:

   a. Who studies geography?

   b. When was the TITANIC sunk?

   c. Is the moon a celestial body?

   d. What is a terra cotta vase?

   e. What is a terrestrial plant?

   f. Does your house have a terrace?

   g. For what god is uranium named?

   h. Where is uranium used?

   i. Explain this remark by a person who has just made an airplane flight: It's good to be back on terra firma.

   j. What is a cyclopean task?

k. What is a titanic problem?

l. What is beautiful terrain?

m. What is a chaotic meeting?

n. Is there ever chaos during class?

LECTIO 5

Specific Objectives

1. To summarize the history of the Golden Age.

2. To explain Saturn's attitude toward his children.

3. To summarize the War of the Titans.

Activities

1. Show Visual Cue 10, Saturn. Tell the children that Saturn and his wife Rhea reigned for thousands of years. Their reign has been called the Golden Age because the earth produced nothing but beautiful flowers and there was no evil anywhere. The Titans married and had children and the earth became a grandmother. All would have been well if only Saturn had released the Cyclopes from Tartarus. But he refused to let them out and the Earth began to grow angry. Earth knew a secret which comforted her. She knew that Saturn would have a son who would be strong enough to overthrow his father. Saturn also knew this and to prevent his children from growing up to be stronger than he, Saturn swallowed each child as soon as it was born. With his children safe inside him, he didn't have to worry about losing his power.

   Rhea, the wife of Saturn, when her sixth child was born, hid it in a safe place. Then she wrapped a stone in baby clothes and brought it to her husband. Deceived by his wife's trick, Saturn swallowed the stone instead of the child. Rhea named her rescued son Jupiter. She hid him on a faraway island where he grew up in safety and with only one thought in mind - to overthrow Saturn and become the new ruler of the universe.

2. Ask the following questions:

   a. Why was the reign of Saturn called the Golden Age?

   b. Who was Rhea?

   c. Did Saturn release the Cyclopes?

   d. Why was Earth angry at Saturn?

   e. What secret did Earth know about Saturn that comforted her?

   f. What did Saturn do with his children as they were born?

   g. How did Rhea save Jupiter?

3. Tell the children that Earth knew that Jupiter would need lots of help against Saturn, because all the Titans would side with their brother Saturn. Earth decided to help Jupiter by tricking Saturn. One day when Saturn was resting beneath a huge tree, Earth made the leaves whisper, "Saturn's sons will overthrow him. Only Earth can give Saturn the strength he needs to fight mighty Jupiter." The frightened Saturn begged his mother for help; Earth sent up a plant for him to eat. The plant made Saturn sick and caused him to cough up all five children he had swallowed. Jupiter now had two brothers and three sisters to help him. At first Jupiter and his brothers and sisters decided to make their home on Mt. Olympus and leave the rest of the universe to the Titans. Saturn, however, attacked Mt. Olympus.

   A Titan's son named Prometheus advised Jupiter to put his ear to the ground and listen to the voice of his grandmother Earth. Jupiter followed this good advice. From deep within the Earth he heard the Cyclopes pounding against the sides of Tartarus. Jupiter released the Cyclopes who gave him the mighty thunderbolt to use against his enemies. When Jupiter used the thunderbolt the Titans surrendered.

4. Ask the following questions:

   a. How did Earth trick Saturn into coughing up Jupiter's brothers and sisters?

   b. Where did Jupiter and his brothers and sisters decide to make their home?

c. Who was Prometheus?

d. What gift did the Cyclopes give Jupiter in exchange for their freedom?

e. How did Jupiter use the thunderbolt?

LECTIO 6

Specific Objectives

1. To summarize the creation of nymphs, animals and man.

2. To introduce the following Latin utterances:

Qui sunt?	What are these?
Nymphae sunt.	These are nymphs.
Qui sunt?	What are these?
Animalia sunt.	These are animals.
Qui sunt?	What are these?
Homines sunt.	These are men.

Activities

1. Tell the children that after the war with the Titans, peace returned. Earth gave birth to the nymphs, lovely young ladies who watched over the forests and streams. Show Visual Cue 11, a picture of nymphs near a stream.

   Jupiter decided then to send Prometheus and his brother, Epimetheus, to create animals on earth. The gods were invited to contribute gifts for the creation of animals. They contributed feathers, fur, scales, hooves, paws, tails, wings, and fins. Prometheus' brother put these things together and came up with the various kinds of animals. Show Visual Cue 12, a picture of the various kinds of animals. Prometheus himself decided to use clay to create men in the image of the gods. Jupiter was very pleased to see the men Prometheus made. Show Visual Cue 13, a picture of a group of men.

2. Introduce the Latin utterances contained in the Specific Objectives of this Lectio in the usual fashion utilizing the appropriate visual cues.

3. Ask the following questions:

   a. What is a nymph?

   b. Why did Earth give birth to the nymphs?

   c. To whom did Jupiter entrust the job of creating animals?

   d. What gifts did the gods give to Prometheus and his brother in an effort to help them create animals?

   e. From what did Prometheus make man?

   f. In whose image was man created?

4. Finish the lesson with a quick review of the new Latin utterances.

LECTIO 7

Specific Objectives

1. To introduce the following Latin carmen to Jupiter:

Sed tu domitor magne ferarum orbisque Juppiter simul pacator ades. Fulmina mitte, O Jupiter	But thou O great ruler of wild beasts and at the same time peace-giver to our world, O Jupiter, be present. Hurl forth your thunderbolts O Jupiter.

2. To explain briefly appropriate historical background on Seneca, author of the above carmen.

Activities

1. Tell the children that today they will learn an ancient hymn to Jupiter that talks about him as the ruler of wild beasts and hurler of thunderbolts. The hymn was written by a man named Seneca. Have the children echo the term Seneca. Tell them that Seneca lived during the time of Nero and in fact, was Nero's teacher. Ask them if they know anything about Nero. Tell them that the hymn may be sung to the tune of "My Country 'Tis of Thee", though the Romans, of course, did not use that melody.

2. Play Tape 2 or sing the hymn several times. The following English version may be sung once in order to assure comprehension:

> O thou great ruler,
> King of the wildest beasts,
> peace-giver too!
> Come and assist us,
> O mighty Jupiter;
> hurl forth your thunderbolts,
> O Jupiter.

Teach the hymn in the usual fashion (see Unit I, Lectio 3).

3. At some point ask the following questions:

   a. Who wrote the hymn "Sed tu domitor"?

   b. Who was Seneca?

   c. Who was Nero?

   d. Did the Romans sing this hymn to the tune of "My Country 'Tis of Thee"?

LECTIO 8

Specific Objectives

1. To review the Latin carmen "Sed tu domitor".

2. To explain how fire was brought to mankind.

Activities

1. Start class by saying Cantemus carmen "Sed tu domitor". Have the children sing through the carmen several times.

2. Tell the children that today they are going to learn about how the gift of fire was brought to mankind. Epimetheus and Prometheus were looking at the human beings that had recently been created. The human beings seemed helpless and shivering. Since claws, hooves, fur, scales, antlers, feathers, and tails had already been given to the animals, mankind needed something for warmth and protection. Epimetheus suggested fire.

Prometheus went to Jupiter to ask for fire. Jupiter refused. Prometheus decided to steal fire and bring it to mankind. Say the following rhyme dramatically and perhaps have the children repeat it:

> In the darkness of the night
> Man cried out with pain and fright.
> Then there came a glorius sight:
> Prometheus bearing heaven's light.

Show Visual Cue 14, Prometheus carrying fire to mankind.

Tell the children that Jupiter was very annoyed and decided to punish Prometheus. Jupiter had Prometheus chained to a rock and sent an eagle to attack him day and night. Prometheus, of course, could not die. Show Visual Cue 15, Prometheus being attacked by the eagle. Later the great hero Hercules released Prometheus from his chains.

3. Ask the following questions:

   a. What did Epimetheus suggest for mankind in place of hooves, claws, fur, tails, feathers, and scales?

   b. Was Jupiter willing to give fire to mankind?

   c. How did Prometheus get fire for mankind?

   d. How did Jupiter react to the theft of fire by Prometheus?

   e. What role did Hercules play in the story of Prometheus?

4. End class with the carmen "Sed tu domitor".

LECTIO 9

Specific Objectives

1. To review the Latin carmen "Sed tu domitor."

2. To introduce the following Latin utterances:

Quid agit Prometheus?	What is Prometheus doing?
Prometheus ignem portat.	Prometheus is carrying fire.
Quid agit aquila?	What is the eagle doing?
Aquila Prometheum mordet.	The eagle is biting Prometheus.

2. To review the story of Prometheus.

Activities

1. Begin class with the carmen "Sed tu domitor". This carmen should be used daily for the next two weeks to assure thorough mastery.

2. Introduce the Latin utterances listed in the Specific Objectives of this Lectio in the usual fashion using Visual Cues 14 and 15.

3. Ask a child to summarize the story of Prometheus.

4. Close class with the new Latin dialogue.

LECTIO 10

Specific Objectives

1. To introduce the story of Pandora.

2. To introduce the following Latin dialogue:

Quid est?	What is this?
Arca Pandorae est.	It is Pandora's box.
Quae sunt in arca Pandorae?	What things are in Pandora's box?
In arca Pandorae multi dolores sunt.	In Pandora's box there are many sorrows.

Activities

1. Tell the children that Jupiter had a bad temper. After Prometheus stole fire, Jupiter wanted to destroy mankind. The other gods persuaded Jupiter not to hurl his thunderbolts at mankind. Instead, the gods carved a beau-

tiful woman from stone. They called her Pandora which in Greek means "all gifts". Jupiter gave her a sealed box containing greed, envy, deceit, disease, old age, and misery. Pandora was sent to earth. Her curiosity got the best of her and she opened the box. All the sorrows found in the box escaped and infected mankind. Pandora clapped the lid back on the box, just in time to save hope, the last thing remaining in the box. Show Visual Cue 16, a picture of Pandora, her box, and evils escaping from it.

2. Introduce the new Latin dialogue in the usual fashion using Visual Cue 16.

3. Ask the following questions:

   a. Who persuaded Jupiter not to use his thunderbolts against mankind?

   b. Who made Pandora?

   c. What was in the sealed box that Jupiter gave to Pandora?

   d. Why did Pandora open the box?

   e. What else besides sorrows was in the box?

4. Review the dialogue at the end of class.

LECTIO 11

Specific Objectives

1. To review the stories of Prometheus and Pandora.

2. To review Latin dialogue on Prometheus and Pandora.

Activities

1. Begin class with the dialogue based on Visual Cues 14, 15, 16.

2. Show the filmstrip on Prometheus and Pandora from the Instructional Kit. Read or interpret the captions dramatically. Ask the children to explain what they see in selected frames. Lively commentary by the teacher is essential to the successful use of the filmstrip.

LECTIO 12

Specific Objective

To introduce the following Latin utterances:

Videsne nymphas?	Do you see the nymphs?
Nymphas video.	I see the nymphs.
Videsne animalia?	Do you see the animals?
Animalia video.	I see the animals.
Videsne homines?	Do you see the men?
Homines video.	I see the men.
Videsne Prometheum?	Do you see Prometheus?
Prometheum video.	I see Prometheus.
Videsne ignem?	Do you see the fire?
Ignem video.	I see the fire.
Videsne aquilam?	Do you see the eagle?
Aquilam video.	I see the eagle.
Videsne Pandoram?	Do you see Pandora?
Pandoram video.	I see Pandora.
Videsne arcam Pandorae?	Do you see Pandora's box?
Arcam Pandorae video.	I see Pandora's box.
Videsne dolores?	Do you see the sorrows?
Dolores video.	I see the sorrows.

Activities

1. Using Visual Cues 11-16, ask the above listed questions and pattern the answers for the children.

2. Place the visual cues at various places in the classroom. Tell the children that they will now play the "Pointing Game." See Unit I, Lectio 16 for directions. The teacher may wish to use Videsne-type questions from Unit I and from other Lectiones in Unit II in addition to those listed in the Specific Objectives of this Lectio. The teacher may also invite children to ask the questions.

LECTIO 13

Specific Objectives

1. To review Latin utterances previously presented.

2. To review the form sum.

3. To introduce the form sumus.

Activities

1. Tell the children that today they will stage a play called "Prometheus" involving our old friends, Marcus and Julia. Marcus and Julia have been transported by a time tunnel way back to the time when animals and mankind had just been created. They can see the gods, the animals and the people but can't be seen themselves. Animals and men are gathered in one corner of the room when the play begins. Jupiter is in another corner seated on a throne. Prometheus is kneeling before him. Marcus and Julia are standing at the side of the room looking at the whole scene.

2. Appoint children to play the roles of Marcus, Julia, Jupiter, Prometheus, the people, animals. Say the lines for each actor and have the actor repeat. Here is the script.

Jupiter:	(to Prometheus who is trying to take a torch away from him) Minime, minime, minime, minime! Juppiter sum. Rex deorum sum.
Julia:	(to Marcus while pointing to the animals) Quae sunt?
Marcus:	Animalia sunt.
Animals:	Animalia sumus! Animalia sumus! (Each animal then makes an appropriate noise, e.g., meow, bow wow. At least one animal must be an eagle and flap his wings.)
Julia:	(to Marcus while pointing to the men) Quae sunt?
Marcus:	Homines sunt.

Men:	Homines sumus! Homines sumus! (When Jupiter is looking the other way, Prometheus steals a torch and brings it to the men.)
Julia:	(to Marcus) Quid agit Prometheus?
Marcus:	Prometheus ignem portat.
Jupiter:	(angry, rises from his throne and shouts at Prometheus) Minime! Minime! Minime! (to the eagle) Aquila, veni. Aquila, veni.

(Jupiter seizes Prometheus and ties him to a rock. The eagle pretends to bite at Prometheus.)

Men:	Quid agit aquila?
Everyone else:	Aquila Prometheum mordet! Aquila Prometheum mordet!

(Jupiter returns to his throne.)

Animals: Cantemus carmen "Sed tu domitor."

(Everyone except Prometheus and the eagle kneels facing Jupiter. Everyone except Jupiter sings, "Sed tu domitor, etc.")

3. Ask the same actors to go through the play again. Prompt where necessary.

4. Appoint a new set of actors. Go through the play with them. Give as many children as possible the chance to be actors. If necessary explain to the class that the new word sumus means in English "we are".

LECTIO 14

Specific Objectives

1. To review the Latin utterances contained in the play "Prometheus".

2. To introduce the following Latin utterances:

Estne Chaos?	Is this Chaos?
Ita, Chaos est.	Yes, this is Chaos.
Minime, Chaos non est.	No, this is not Chaos.

Estne Terra?	Is this Mother Earth?
Ita, Terra est.	Yes, this is Mother Earth.
Minime, Terra non est.	No, this is not Mother Earth.
Estne Caelum?	Is this Sky?
Ita, Caelum est.	Yes, this is Sky.
Minime, Caelum non est.	No, this is not Sky.
Suntne Titani?	Are these Titans?
Ita, Titani sunt.	Yes, these are Titans.
Minime, Titani non sunt.	No, these are not Titans.
Suntne Cyclopes?	Are these Cyclopes?
Ita, Cyclopes sunt.	Yes, these are Cyclopes.
Minime, Cyclopes non sunt.	No, these are not Cyclopes.

Activities

1. Have the play "Prometheus" staged several times. See the preceding Lectio for details.

2. Using the appropriate visual cues ask the -ne questions listed in the Specific Objectives of this Lectio. Elicit the answers in the usual fashion.

LECTIO 15

Specific Objectives

1. To review the Latin utterances contained in the play "Prometheus".

2. To introduce the following Latin utterances:

Suntne nymphae?	Are these nymphs?
Ita, nymphae sunt.	Yes, these are nymphs.
Minime, nymphae non sunt.	No, these are not nymphs.
Suntne animalia?	Are these animals?
Ita, animalia sunt.	Yes, these are animals.
Minime, animalia non sunt.	No, these are not animals.

Suntne homines?	Are these men?
Ita, homines sunt.	Yes, these are men.
Minime, homines non sunt.	No, these are not men.
Estne ignis?	Is this fire?
Ita, ignis est.	Yes, this is fire.
Minime, ignis non est.	No, this is not fire.
Estne aquila?	Is this an eagle?
Ita, aquila est.	Yes, this is an eagle.
Minime, aquila non est.	No, this is not an eagle.
Estne arca Pandorae?	Is this Pandora's box?
Ita, arca Pandorae est.	Yes, this is Pandora's box.
Minime, arca Pandorae non est.	No, this is not Pandora's box.

Activities

1. Line Visual Cues 11-16 on the chalkboard ledge. While pointing to appropriate cues ask the questions listed in the Specific Objectives of this Lectio. Elicit the answers in the usual fashion. Perhaps some pupils may be invited to ask the questions.

2. Have the play "Prometheus" staged. See Lectio 13 for details.

LECTIO 16

Specific Objective

To introduce the following quotations and background information associated with them:

Primus in orbe deos fecit timor. (Statius)	Fear first made gods in our world.
Nil sine numine.	There is nothing without divine power.

Activities

1. Tell the children that today they will learn a quotation from the Roman poet, Statius, which, in the opinion of many, explains why the Romans and Greeks devised elaborate stories about gods and goddesses. Tell them that Statius was greatly admired by the famous English author, Chaucer, whom they will study later in high school. Statius lived in the first century A.D. Say the quotation Primus, etc. in Latin. Tell the children the meaning of the quotation. Explain if necessary, that in the view of many, man's fear of darkness, lightning, fire, the sky, etc., caused him to invent stories about gods and goddesses. Have the children repeat the quotation several times chorally and individually.

2. Tell them that they will also learn a quotation which means "There is nothing without divine power." This quotation is the motto of the state of Colorado. Say the quotation Nil sine numine several times. Have the children echo chorally and individually.

LECTIO 17

Specific Objectives

1. To review the quotations presented in the previous Lectio.

2. To introduce the following English derivatives from recently presented Latin words: ignite, igneous, ignition, transport, import, export, deport, comport, report.

Activities

1. Have the children say Primus in orbe deos fecit timor and Nil sine numine several times. Ask for the meaning and source of each quotation.

2. Approach the following derivative chart in the usual fashion:

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
ignite	ignis "fire"	to set on fire
igneous	ignis "fire"	produced by intense heat
ignition	ignis "fire"	a device or switch for setting on fire

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
transport	portat "carries"	to carry across from one place to another
import	portat "carries"	to bring in from a foreign country
export	portat "carries"	to send to other countries for sale
deport	portat "carries"	to transport forcibly
comport	portat "carries"	to behave
report	portat "carries"	to relate or carry back what has been learned; an account brought back or presented

3. Ask the children to explain each of the following sentences in their own words:

   a. Scientists have discovered that the moon has igneous rocks.

   b. The automobile's ignition needed repair.

   c. The oily rag ignited.

   d. Trolley cars transport people.

   e. The store specialized in merchandise imported from Ghana.

   f. African countries export many products.

   g. The Mafia leader was deported.

   h. Children in this school comport themselves well.

   i. The report was issued by the city government.

LECTIO 18

Specific Objective

To introduce the following English derivatives from recently learned Latin words: aquiline, Aquila, morsel, mordant, multicolored, multilingual, multisensory, multinominal, multitude.

Activities

1. Approach the following derivative chart in the usual fashion.

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
aquiline	aquila "eagle"	like an eagle; hooked like an eagle's beak
Aquila	aquila "eagle"	a constellation shaped like an eagle
morsel	mordet "bites"	a tiny portion
mordant	mordet "bites"	sarcastic, biting
multicolored	multi "many"	many colored
multilingual	multi "many"	speaking many languages
multisensory	multi "many"	involving many senses, e.g., sight, hearing, touch
multinominal	multi "many" nomen "name"	having many names
multitude	multi "many"	a large group of people

2. Ask the following questions:

   a. Would a person who speaks English, Latin, and Swahili be considered multilingual?

   b. What is a multicolored flower?

   c. What is a multinominal flower?

d. Would an approach to learning Latin that involves listening, speaking, and seeing be considered multisensory?

e. Why is the constellation Aquila so called?

f. What is an aquiline nose?

g. What is a mordant remark?

h. True or false: A morsel of candy is a very large amount.

i. Do multitudes of tourists visit Africa each year?

LECTIO 19

Specific Objective

To introduce the following English derivatives from recently learned Latin words: Pandora's box, prime, primer, primary, prima facie, primate, timorous, timid, Timor.

Activities

1. Begin by asking a child to retell the story of Pandora. Point out that the expression "Pandora's box" is used in English as a symbol of troubles or surprises. For example: The meeting exposed a Pandora's box.

2. Approach this derivative chart in the usual fashion:

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
prime	primus "first"	first
primer	primus "first"	an elementary reading book; an undercoat of paint
primary	primus "first"	chief, first; an election to choose candidates
prima facie	primus "first"	at first sight (legal term)

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
primate	primus "first"	a man or ape-like mammal
timorous	timor "fear"	fearful
timid	timor "fear"	fearful
Timor	timor "fear"	a large island in the Indian Ocean

3. Ask the children to explain the following sentences:

   a. The Prime Minister of Nigeria visited the United States.

   b. The man applied a primer to the front door of the house.

   c. The judge said there was no prima facie evidence of a crime.

   d. Monkeys are primates.

   e. John F. Kennedy won the primary in West Virginia.

   f. She was a timorous person.

   g. She was a timid person.

   h. Very few tourists go to Timor.

   i. His speech revealed a Pandora's box.

LECTIO 20

Specific Objectives

1. To relate the story of Deucalion and Pyrrha.

2. To compare this story with the biblical account of Noah.

Activities

1. Tell the children that after mankind received fire from Prometheus it grew very wicked. Jupiter decided to destroy mankind with a great flood that would cover all the earth. He asked his brother Neptune who was in charge of the sea to help him. He poured down rain from heaven and covered the whole world except for some mountaintops. It rained for nine days and nine nights. Prometheus had a son named Deucalion. (Gods intermarried freely with humans.) Prometheus knew about the flood before it came and had asked Deucalion to build a boat for himself and his wife Pyrrha. Deucalion on the boat saw that the whole world was empty and silent and covered by water. Deucalion and Pyrrha wept together and prayed to Jupiter. Jupiter took pity on them and drained off the water. When the earth dried Deucalion and Pyrrha were all alone. They visited the ruins of a temple. Show the children a study print of a Pompeian temple. They prayed again. A voice ordered them to throw the bones of their mother behind them. The command struck them with horror. But then Deucalion realized that the earth is the mother of us all and her bones are stones. They threw stones behind them and new living things grew from them.

2. Ask a child to relate the Biblical story of Noah and the Ark. Point out that the story of a great flood was common to the beliefs of the Hebrews, the ancient Africans, the Greeks, the Romans, and others. Perhaps the Biblical story from Genesis could be read to the class.

3. Have the children relate the story of Deucalion and Pyrrha in their own words.

4. Have the children echo the following English terms chorally: Deucalion, Pyrrha, Prometheus, Jupiter, Genesis, Noah.

5. For mature groups the teacher may wish to read the story of Deucalion and Pyrrha from Ovid's Metamorphoses 1. 314-424 in Rolfe Humphries' translation.

LECTIO 21 (UNIT REVIEW)

Specific Objective

To review the Latin utterances presented in this Unit:

Quis est? Chaos est.

Quis est? Terra est.

Quis est? Caelum est.

Quis est? Titanus est.

Quis est? Cyclops est.

Quis est? Saturnius est.

Quis sunt? Titani sunt.

Quis sunt? Cyclopes sunt.

Quis sunt? Nymphae sunt.

Quis sunt? Animalia sunt.

Quis sunt? Homines sunt.

Quid agit Chaos? Chaos Caelum et Terram creat.

Quid agit Prometheus? Prometheus ignem portat.

Quid agit aquila? Aquila Prometheum mordet.

Quid est? Arca Pandorae est.

Quae sunt in arca Pandorae? In arca Pandorae multi dolores sunt.

Estne Chaos? Ita, Chaos est. Minime, Chaos non est.

Estne Terra? Ita, Terra est. Minime, Terra non est.

Estne Caleum? Ita, Caleum est. Minime, Caleum non est.

Estne ignis? Ita, ignis est. Minime, ignis non est.

Estne aquila? Ita, aquila est. Minime, aquila non est.

Estne arca Pandorae? Ita, arca Pandorae est. Minime, arca Pandorae non est.

Suntne Titani? Ita, Titani sunt. Minime, Titani non sunt.

Suntne Cyclopes? Ita, Cyclopes sunt. Minime, Cyclopes non sunt.

Suntne nymphae? Ita, nymphae sunt. Minime, nymphae non sunt.

Suntne animalia? Ita, animalia sunt. Minime, animalia non sunt.

Suntne homines? Ita, homines sunt. Minime, homines non sunt.

Videsne Saturnium? Saturnium video.

Videsne Chaos? Chaos video.

Videsne Caelum? Caleum video.

Videsne Terram? Terram video.

Videsne Titanum? Titanum video.

Videsne Cyclopem? Cyclopem video.

Videsne animalia? Animalia video.

Videsne nymphas? Nymphas video.

Videsne homines? Homines video.

Videsne Prometheum? Prometheum video.

Videsne ignem? Ignem video.

Videsne aquilam? Aquilam video.

Videsne Pandoram? Pandoram video.

Videsne arcam Pandorae? Arcam Pandorae video.

Videsne dolores? Dolores video.

Cantemus carmen "Sed tu domitor".

Sed tu domitor
magne ferarum
orbisque
Juppiter simul
pacator ades.
Fulmina mitte.
O Juppiter

Primus in orbe deos fecit timor.

Nil sine numine.

Activities

1. Have the play "Prometheus" staged at least once. See Lectio 13 of this Unit for details.

2. Use the rest of the class period to play "Right Reply". See Lectio 19 of Unit I for details on this game.

LECTIO 22 (UNIT REVIEW)

Specific Objective

To review the following English derivatives presented in this Unit: chaos, chaotic, terrace, terrain, terrestrial, terra firma, terra cotta, Uranus, uranium, celestial, geography, geology, titanic, the TITANIC, cyclopean, Saturn, Saturday, ignite, igneous, ignition, transport, import, export, deport, comport, report, aquiline, Aquila, morsel, mordant, multicolored, multilingual, multisensory, multinominal, multitude, Pandora's box, prime, primer, primary, prima facie, primate, timorous, timid, Timor.

Activities

1. Tell the children that they are going to review the new English words they have been learning. Have the group echo chorally several times the derivatives listed in the Specific Objectives.

2. Tell the children that they will play the "Optime!" game on these derivatives. See Lectio 14 of Unit I for details on this game. Ask questions about the etymologies and meanings of the English derivatives.

3. Close class with choral echoing of all of the derivatives.

LECTIO 23 (UNIT REVIEW)

Specific Objective

To review salient information on the origins of gods and man.

Activities

1. Tell the children that they are going to review some of the things they have learned about how gods and human beings came into existence. Ask the following questions:

   a. True or false: Chaos was the first god.

   b. Who were the two children of Chaos?

   c. Who were the parents of the Titans?

d. What is Ge's other name?

e. What is Uranus' other name?

f. Who were the parents of Cyclopes?

g. True or false: The Cyclopes were very ugly and were hated by their father Sky.

h. What was Tartarus?

i. Who was Saturn?

j. What did Saturn do to his father Sky?

k. After Sky was wounded who became ruler of the universe?

l. Why was the reign of Saturn called the Golden Age?

m. How did Saturn treat his children as Rhea his wife gave birth to them?

n. How was Jupiter saved from being swallowed by Saturn?

o. Who gave Jupiter the thunderbolt?

p. Who were the nymphs?

q. What gifts did the gods give to Prometheus and Epimetheus to help them create animals?

r. Why did Prometheus steal fire?

s. How did sorrow and hope come to mankind?

t. What happened to Deucalion and Pyrrha?

2. Play the "Quis sum?" game. See Lectio 21 of Unit I for details on this game. Possible persons to be identified are: Chaos, Ge, Uranus, Saturn, a Titan, a Cyclops, Prometheus, Epimetheus, a nymph, Pandora, Deucalion, Pyrrha.

3. If time allows the teacher may wish to show the filmstrip on Prometheus and Pandora again quickly.

UNIT III
THE DESCENDANTS OF JUPITER

AN OVERVIEW OF THE MATERIAL TO BE TAUGHT IN THIS UNIT

1. Salient information on Mars, Hebe, Vulcan, Apollo, Diana, Proserpina, Mercury, Venus, Minerva, Bacchus, Aesculapius, and other descendants of Jupiter.
2. Some famous stories relating to Jupiter's descendants.
3. Latin utterances connected with the above information.
4. English derivatives related to the Latin utterances.

LECTIO 1

Specific Objectives

1. To introduce the story of Minerva's birth.

2. To introduce the following Latin dialogue:

Quis est?	Who is this?
Minerva est.	This is Minerva.
Quis est Minerva?	Who is Minerva?
Minerva est dea sapientiae.	Minerva is the goddess of wisdom.
Unde venit Minerva?	From where did Minerva come?
E capite Jovis venit.	From the head of Jupiter.

Activities

1. Tell the children that Jupiter had many, many children and grandchildren and that in this Unit they will be learning about Jupiter's descendants. One of Jupiter's most important children was Minerva, the goddess of wisdom. Today they will learn about her birth.

2. Ask the children if anyone ever had a headache. Tell them that one day Jupiter had a terrible headache. Nothing would relieve the pain. Suddenly a fully-grown goddess sprang out of his head. She was dressed in shining armor and carried a spear and shield. Show the children Visual Cue 17 which shows Minerva coming from the head of Jupiter. Tell the children that Minerva (or Athena) had no mother. She was the brain child of Jupiter. She was born full-blown from the head of Jupiter. Explain that Minerva told her astonished father to prepare a place for her among the gods. Jupiter gave her a throne in the Olympian palace where she sat with an owl perched on her shoulder. Minerva was extremely wise and the other gods and goddesses often asked her for advice. The owl became a symbol of Minerva and wisdom. Jupiter gave Minerva his shield or aegis to carry and even his terrible thunderbolt. He respected her wisdom and soon she became his favorite child.

3. Using Visual Cue 17 introduce the Latin dialogue given in the Specific Objectives of this Lectio in the usual fashion.

4. Ask the following true or false questions:

   a. Jupiter never had a headache.

   b. Minerva had no mother.

   c. Minerva was the brain child of Jupiter.

   d. Minerva was born full-blown from the head of Jupiter.

   e. Minerva was also called Athena.

   f. The owl became a symbol of Minerva and wisdom.

   g. Jupiter gave Minerva his shield or aegis to carry and even his terrible thunderbolt.

   h. Minerva became Jupiter's favorite child.

5. Review the new Latin dialogue quickly.

LECTIO 2

Specific Objectives

1. To introduce the story of the naming of Athens.

2. To introduce the story of Minerva and Arachne.

3. To introduce the following Latin dialogue:

Ubi est urbs Minervae?	Where is Minerva's city?
Urbs Minervae est in Graecia.	Minerva's city is in Greece.
Quis hominibus olivas dat?	Who gives olives to mankind?
Minervae hominibus olivas dat.	Minerva gives olives to mankind.

Activities

1. Tell the children that a god or goddess would often choose a favorite city and become its special protector. Once a beautiful new city was built in Greece. It was later called Athens. Have a child locate Greece and Athens on the map. Both Minerva and Neptune wanted the beautiful new city. The people decided that the god who gave them the finest gift could claim the city as his own. Neptune gave the people sea water. Minerva gave them the olive tree. The people decided that the olive tree was a better gift for it gave food, shade, oil, and wood. The city was named for Minerva whose Greek name was Athena. Olive trees spread throughout Greece. The olive branch became a symbol of peace.

2. Introduce the Latin dialogue in the usual fashion. Use the map from the Instructional Kit and Visual Cue 18, a picture of Minerva making the olive tree grow.

3. Tell the children Minerva's special skill was weaving. One time she became involved in a weaving contest with a girl named Arachne. Have the children echo Arachne. Arachne's weaving showed the gods and goddesses in an unfavorable light. Minerva got so angry that she changed Arachne to a spider. Spiders still weave today. Scientists often call the spider family arachnids.

4. Ask the following questions:

   a. What great city is named for Minerva?

   b. Why did the people prefer Minerva's gift to Neptune's?

   c. Of what is the olive branch a symbol?

   d. Who was Arachne?

   e. What is an arachnid?

5. Review the new Latin dialogue quickly.

LECTIO 3

Specific Objectives

1. To introduce the following quotations relating to Minerva and the background associated with them?

Vitam regit Fortuna, non Sapientia. (Cicero)	Lady Luck, not the goddess of wisdom, rules our lives.
Sapientia vino obumbratur. (Plinius)	Wisdom is overshadowed by wine.

2. To refer to the Parthenon, Athena's famous temple.

Activities

1. Tell the children that today they will learn two quotations about Minerva. The first quotation is from Cicero. Ask the children what they know about Cicero. Supply, if necessary, that Cicero was a famous orator and statesman. He was a political rival of Julius Caesar. Say the quotation Vitam regit, etc. and have the children echo. Tell them the meaning of the quotation in English. Ask them to explain what the quotation means.

2. Tell them that the next quotation comes from the writings of a man named Pliny the Elder. Pliny the Elder was a kind of scientist. He was an eyewitness to the eruption of Mt. Vesuvius in 79 A.D. and was killed in the eruption. Ask the children what they remember about the eruption of Mt. Vesuvius and the destruction of Pompeii. Approach the quotation Sapientia vino obumbratur in the usual fashion.

3. Mention that Minerva had many famous temples throughout the Greek and Roman world but the most famous was the Parthenon in Athens. Have Athens located on the map. Show the various study prints of the Parthenon from the Historical Reconstructions of Ancient Greece. Comment on these. Point out the interior of the Parthenon with its big statue of Athena. Mention that many believe that the Parthenon is the world's most beautiful building.

LECTIO 4

Specific Objectives

1. To review the Latin dialogue presented in Lectio 1 and Lectio 2 of this Unit.

2. To review the story of Arachne and introduce greater detail to it.

Activities

1. Using the appropriate visual cues review the Latin dialogue from Lectio 1 and Lectio 2 of this Unit chorally and individually.

2. Show the filmstrip on Minerva and Arachne from the Instructional Kit. Comment dramatically on the captions.

3. Ask the children to summarize the story of Minerva and Arachne in their own words. Ask whether they feel more sympathetic toward Minerva or Arachne and why.

LECTIO 5

Specific Objectives

1. To introduce the following English derivatives from recently learned Latin words: urban, suburban, interurban, intraurban, per capita, capital, decapitate.

2. To explain the following English expressions: brain child, wise as an owl, olive branch, under the aegis.

Activities

1. If possible show the children a United Nations flag or a picture of this flag. Point out the olive branch. Show the reverse side of a quarter. Point out the olive branch. Mention that the astronauts deposited a replica of an olive branch on the moon. Ask what the olive branch symbolizes. Ask the children to explain the following sentence: He offered his enemy an olive branch.

2. Ask the children how Minerva was born. Point out that the expression brain child is frequently used to mean an invention or idea. Ask what the aegis is. Tell the children that the expression under the aegis frequently is used to mean under the protection or sponsorship. Ask what was Minerva's bird. Remind them that the expression wise as an owl means wise as the goddess of wisdom. Ask the children to explain the following sentences.

   a. He is wise as an owl.

   b. The trip was under the aegis of the school.

   c. Doing the homework early was his brain child.

3. Approach the following derivative chart in the usual fashion:

ENGLISH WORD	LATIN WORD	MEANING OF ENGLISH WORD
urban	urbs "city"	pertaining to a city, of a city
suburban	urbs "city"	outside a city
interurban	urbs "city"	between cities
intraurban	urbs "city"	within a city
per capita	caput "head"	per head, per person
capital	caput "head"	head city
decapitate	caput "head"	to cutt off a head
arachnid	Arachne	a spider

4. Ask the children to explain each of the following sentences:

   a. They discussed urban problems.

   b. They discussed suburban problems.

   c. A bus running between New York and Philadelphia is an interurban vehicle.

d. A trolley that runs between City Hall and 49th St. is an intraurban vehicle.

e. He figured out the per capita cost.

f. Washington, D. C. is the capital of the United States.

g. The animal was decapitated.

h. The scientist spoke about arachnids.

LECTIO 6

Specific Objectives

1. To introduce information on Mars.

2. Tc introduce the following Latin dialogue:

Quis est?	Who is this?
Mars est.	This is Mars.
Quis est Mars?	Who is Mars?
Mars est deus belli.	Mars is the god of war.
Amatne Minerva Martem?	Does Minerva like Mars?
Minime, Minerva Martem non amat.	No, Minerva doesn't like Mars.

Activities

1. Show the children Visual Cue 19, a picture of Mars in battle array. Introduce the dialogue given in the Specific Objectives of this Lectio in the usual fashion. It may be necessary to tell the children in English the meaning of Amatne Minerva Martem?

2. Teil the children they have just been introduced to Mars, the god of war and son of Jupiter and Juno. Mars was very cruel. His favorite color was red, the color of blood. The planet Mars was named for him because of its reddish color.

Minerva hated Mars for his cruelty. She often rode into battle but she fought only to protect good people or to right a wrong. Mars fought because he loved war itself. One day Minerva became so angry with her brother's behavior that she caused him to be wounded. Howling and screaming, Mars rushed back to Olympus to complain about Minerva's cruelty. Jupiter and Juno were ashamed of their son's cowardliness. Mars didn't care. He simply boasted more loudly of all the trouble he could cause. In general, the other gods disliked him.

3. Ask the following questions:

   a. Who were the parents of Mars?

   b. Name a sister of Mars.

   c. Why did Minerva dislike Mars?

   d. What did Mars do after he was wounded?

   e. Why is the red planet named for Mars?

   f. How did the other gods and goddesses regard Mars.

4. Review the new Latin dialogue in the usual fashion.

LECTIO 7

Specific Objectives

1. To introduce information on Hebe and Vulcan.

2. To introduce the following Latin dialogue:

Quis est?	Who is this?
Vulcanus est.	This is Vulcan.
Quis est Vulcanus?	Who is Vulcan?
Vulcanus est deus ignis.	Vulcan is the god of fire.
Quid agit Vulcanus?	What is Vulcan doing?
Vulcanus laborat.	Vulcan is working.

3. To review what has been presented on Minerva and Mars.

Activities

1. Tell the children that Jupiter and Juno had a daughter named Hebe who was the cupbearer of the gods for a long time. Jupiter met a handsome boy from a famous city called Troy. He decided to fire Hebe as cupbearer and replace her with the boy from Troy. A terrible quarrel broke out between Jupiter and Juno over Hebe. Jupiter apparently won but Juno nagged him continually about Hebe's dismissal.

2. Tell the children that the third child of both Jupiter and Juno was Vulcan, the blacksmith of the gods. Ask the children what a blacksmith is. Tell them that Vulcan's workshops were under the earth and the outlets of the workshops were volcanoes. In fact, volcanoes were named for Vulcan. Ask the children what a volcano is. He is usually thought of as being lame. He was the husband of Venus, goddess of love and beauty.

3. Ask the children to tell what they remember about Minerva and Mars. Fill in gaps in their knowledge where necessary.

4. Introduce the new Latin dialogue in the usual fashion. Use Visual Cue 20, a picture of Vulcan working at his forge.

LECTIO 8

Specific Objective

To introduce the following English derivatives from recently learned Latin utterances: Mars, martial, Mardi gras, belligerent, bellicose, vulcanize, volcano.

Activities

1. Tell the children that they will now consider some English words taken from Latin words they have learned recently. Approach this derivative chart in the usual fashion:

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
Mars	Mars	the name of a planet
martial	Mars	warlike, pertaining to war
Mardi gras	Mars	A French expression referring to the Tuesday before Lent. In French, Italian, and Spanish the third day of the week is named for Mars.
belligerent	belli "of war"	making war
bellicose	belli "of war"	warlike
vulcanize	Vulcanus	to treat rubber with heat
volcano	Vulcanus	a mountain that spurts lava

2. Ask the children to explain the following sentences:

   a. The city was under martial law.

   b. There are big Mardi gras celebrations in New Orleans.

   c. The United States may soon land a space ship on Mars.

   d. Ghana is not a belligerent nation.

   e. India is not bellicose.

   f. The rubber was vulcanized.

   g. He saw a volcano.

3. Have the children echo the new words again chorally and individually.

LECTIO 9

Specific Objectives

1. To summarize salient information on Mercury.

2. To introduce the following Latin dialogue:

Quis est?	Who is this?
Mercurius est.	This is Mercury.
Quis est Mercurius?	Who is Mercury?
Mercurius est nuntius deorum.	Mercury is the messenger of the gods.
Quid agit Mercurius?	What is Mercury doing?
Mercurius volat.	Mercury is flying.

Activities

1. Ask the children if they've ever seen a thermometer. Ask what the substance inside the thermometer which indicates the temperature is called. Tell them that mercury is a quick-moving and slippery substance named for a quick-moving and slippery god - Mercury, the son of Jupiter and Maia. Ask the children which month of the year was named for the goddess Maia. The answer, of course, is May. Tell them that the son of Maia and Jupiter - Mercury - was the messenger of the gods. He had a pair of winged sandals that enabled him to fly through the air. He was crafty and smart. He was the god of trade and commerce. He carried a magic wand called the caduceus. Have the children echo the term caduceus. Show the children Visual Cue 21, Mercury in flight. Point out the caduceus, the winged sandals, and the winged helmet. Tell the children that the caduceus is sometimes used as a symbol of healing by the U.S. Army's Medical Corps. The wings of Mercury's sandals are frequently used to symbolize speed. For example in the big capital S on SEPTA buses and trolleys one can see the wings of Mercury.

2. Introduce the new Latin dialogue in the usual fashion using Visual Cue 21.

3. Ask the following questions:

   a. Who was Maia?

b. What month is named for Maia?

c. Why is the mercury used in thermometers so named?

d. What is the caduceus?

e. What do the wings of Mercury's sandals symbolize?

4. Review the new Latin dialogue in the usual way.

LECTIO 10

Specific Objectives

1. To summarize salient information on Venus and Cupid.

2. To introduce the following Latin dialogue:

Quis est?	Who is this?
Venus est.	This is Venus.
Quis est Venus?	Who is Venus?
Venus est dea amoris.	Venus is the goddess of love.
Quomodo Venus nata est?	How was Venus born?
Spuma maris Venus nata est.	Venus was born from sea foam.
Quis est filius Veneris?	Who is Venus' son?
Cupido est filius Veneris.	Cupid is Venus' son.

Activities

1. Ask the children how many have ever been to the seashore and seen foam of the ocean. Tell them that, according to some, a very beautiful goddess was born from that sea foam. She was Venus, goddess of love and beauty. Jupiter adopted her as his daughter. She was brought to Olympus where she married Vulcan, Jupiter's son. Ask the children what they remember about Vulcan.

2. Show the children Visual Cue 23, a picture of Cupid with his bow and arrow. Explain that this mischievous little boy was the son of Venus and Vulcan. Anyone struck by one of Cupid's arrows immediately fell head-over-heels in love with the first person he saw. Remind the children that on Valentine's Day and on other occasions we use Cupid's picture as a symbol of love. The expression "to be wounded by Cupid" means "to fall in love".

3. Using Visual Cue 22 (a picture of Venus on a seashell) and Visual Cue 23 (Cupid with his bow and arrow), introduce the new Latin dialogue in the usual fashion.

4. Ask the following questions:

   a. According to many stories from what was Venus born?

   b. Who adopted Venus?

   c. Who became Venus' husband?

   d. Who was Cupid?

   e. What happened to someone hit by Cupid's arrow?

   f. What does the expression "to be wounded by Cupid" mean?

5. Ask the children if they ever heard of Venice. Explain that this lovely Italian city - famous for its canals and gondolas - is named for the goddess of beauty. Invite a child to locate Venice on the map.

LECTIO 11

Specific Objective

To introduce the following hymn to Venus and important background information associated with it:

Ave formosissima, gemma pretiosa, ave decus virginum, virgo gloriosa, ave mundi luminar ave mundi rosa, Blanziflor et Helena, Venus generosa.	Hail, most beautiful one, precious jewel, hail, glory of maidens, glorious maiden, hail, light of the world, hail, rose of the world, Blanchefleur and Helen, noble Venus.

Activities

1. Begin class by playing Tape 3, a recording of the hymn to Venus, or by singing the hymn. It may be sung to the tune of "Good King Wenceslaus". Teach the hymn in the usual fashion. See Unit I, Lectio 3 for suggestions.

2. Tell the children that the hymn to Venus that they have been singing was written in the late 13th century. We don't know who wrote it but it was a popular song throughout Europe. Paraphrase the meaning of the hymn for the children. You might mention that this hymn is one of about 200 songs known as the "Carmina Burana" or "Songs of Beuron". Beuron was a monastery in southern Germany where the songs were collected. We don't have the original melodies. The great modern composer, Carl Orff, has reconstructed melodies for us that are probably similar to those used in the 13th century.

3. Finish class by saying Cantemus carmen "Ave formosissima" and having the class sing.

LECTIO 12

Specific Objectives

1. To review the carmen "Ave formossima".

2. To introduce salient information on Apollo and Diana.

3. To introduce the following Latin motto:

Ex luna scientia .	Knowledge comes from the moon.

Activities

1. Begin class by saying Cantemus carmen "Ave formosissima". Have the dren sing "Ave formosissima" several times. This carmen should be used almost daily for the next two weeks to assure mastery.

2. Show the children Visual Cue 24, a picture of Apollo and Diana. Explain that Apollo and Diana were twins, the children of Jupiter and a goddess named Latona. Apollo was a master musician who delighted the gods with his lyre. He was the god of light, the sun god, the god of truth. The

laurel was his special flower. Diana was the huntress goddess, the goddess of purity, the moon goddess.

3. Ask a child to come to the map to point out Greece. Point out Delphi on the map. Tell the children that at Delphi was a famous shrine to Apollo. A priestess of Apollo - called the oracle of Apollo - lived there. Supposedly she communicated with Apollo. People came from all over to get advice from the oracle of Apollo.

4. Ask the children what is Project Apollo. This term, of course, refers to the program for landing men on the moon. Ask why this program was so named. Explain that the shield of Apollo XIII has the Latin motto Ex luna scientia on it. Explain what the motto means. Have the children repeat the motto. Explain that the shield shows Apollo drawing the sun across the sky in his chariot drawn by winged horses. Show the shield of possible.

5. Put the words Sunday and Monday on the chalkboard. Ask for whom these days were named.

6. Put the following expressions on the chalkboard: an Apollo, to win laurels. Explain that we sometimes use the phrase "an Apollo" to refer to a handsome young man. We use the phrase "to win laurels" to mean to gain honor by achievement worthy of Apollo.

7. Have the children echo each of the following terms: Apollo, Diana, oracle, Delphi, laurel.

LECTIO 13

Specific Objectives

1. To introduce the following Latin dialogue:

Qui sunt?	Who are these?
Apollo et Diana sunt.	These are Apollo and Diana.
Qui sunt Apollo et Diana?	Who are Apollo and Diana?
Apollo et Diana sunt filii Jovis.	Apollo and Diana are children of Jupiter.
Quid amat Apollo?	What does Apollo love?

Apollo solem amat.	Apollo loves the sun.
Quid amat Diana?	What does Diana love?
Diana lunam amat.	Diana loves the moon.

2. To introduce important information on Aesculapius.

Activities

1. Using Visual Cue 24, introduce the new dialogue on Apollo and Diana in the usual fashion.

2. Have one side of the class ask the questions in the above dialogue and the other side give the answers.

3. Tell the children that Apollo had a son named Aesculapius by a mortal woman. Apollo gave the child Aesculapius to a centaur to rear. Explain, if necessary, that a centaur was half horse-half man. The centaur was skilled in the use of herbs and potions for healing the sick. He taught Aesculapius the art of healing. Aesculapius became the god of medicine. His staff is used even today as a symbol of the medical profession. Doctors, for example, attach it to the bumpers of their cars. Hospitals use it on their stationery and on their building decorations. Show the children Visual Cue 25, a picture of the staff of Aesculapius. Have the children echo in English the following terms: Aesculapius, centaur, staff of Aesculapius. Ask the children to explain each term.

4. Close class with the Latin dialogue.

LECTIO 14

Specific Objectives

1. To introduce the following Latin dialogue:

Quid est?	What is this?
Virga Aesculapii est.	This is the staff of Aesculapius.
Quis est Aesculapius?	Who is Aesculapius?
Aesculapius est filius Apollinis.	Aesculapius is the son of Apollo.

2. To refer briefly to the story of Orpheus and Eurydice.

Activities

1. Using Visual Cue 25 introduce the new Latin dialogue in the usual fashion.

2. Invite children to assume the role of the teacher in asking the Latin questions of the dialogue.

3. Tell the children that with their help you will now review the story of Orpheus and Eurydice. This story was covered in the 5th grade curriculum. Orpheus was the son of Apollo and grandson of Jupiter. His wife Eurydice died. Ask the children to fill in the underlined word as you continue the story. Orpeus decided to go to Hades - land of the dead - to try to rescue Eurydice. Pluto - the king of Hades - was charmed by the beauty of Orpheus' music. He allowed Orpheus to take Eurydice out of Hades. There was one condition however: Orpheus was not allowed to look back at Eurydice until he had led her out of Hades. He did look back. Eurydice disappeared. Orpheus went mad from grief. He was eventually killed by a group of savage women and buried at the bottom of Mt. Olympus. The Greeks say that birds sing more sweetly here than anyplace else in the world because this is the burial spot of Orpheus, the son of Apollo and grandson of Jupiter.

4. Ask a child to retell the story of Orpheus and Eurydice in his own words. Ask a child to tell the Old Testament story of Lot's wife and compare it with the story of Orpheus.

LECTIO 15

Specific Objectives

To introduce the following English derivatives from recently learned Latin words: announce, announcement, enunciate, volatile, volant, amatory, amorous, amiable, filial, filicide.

Activities

1. Have the children echo each derivative several times without indicating the meaning or etymology of it. Then approach the derivative chart in the usual fashion.

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
announce	nuntius "messenger"	to make known publicly
announcement	nuntius "messenger"	a public notice
enunciate	nuntius "messenger"	to utter or pronounce words
volatile	volat "flies"	flighty, changeable
volant	volat "flies"	having the power to fly
amatory	amat "loves"	pertaining to love
amorous	amat "loves"	in love
amiable	amat "loves"	lovable, pleasant
filial	filius "son"	pertaining to a son or daughter
filicide	filius "son"	killing of a son or daughter

2. Have the children explain each of the following sentences in their own words:

   a. The teacher announced an early dismissal.

   b. The announcement was read by the teacher.

   c. The boy enunciated clearly.

   d. He was a volatile person.

   e. The bat is a volant animal.

   f. They read an amatory poem.

   g. He was an amorous person.

   h. He was an amiable person.

   i. The boy showed filial love.

   j. Filicide is not the same as suicide.

3. Ask the following questions:

   a. Does "announce" mean "to make known publicly"?

   b. What is an announcement?

   c. What is a volatile person?

   d. What is a volant animal?

   e. Does your Latin teacher enunciate clearly?

   f. Is a person who is amiable necessarily amorous?

   g. What is an amatory song?

   h. What is filial loyalty?

   i. How is filicide different from homicide?

LECTIO 16

Specific Objectives

1. To introduce the following English derivatives from recently learned Latin words: solar, solarium, lunar, lunatic, lunate, Lunik.

2. To review and explicate the following expressions linked to recently learned cultural items: to be wounded by Cupid's arrow, an Apollo, Aesculapius' staff, to win laurels.

Activities

1. Approach the following derivative chart in the usual fashion:

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
solar	solem "sun"	pertaining to the sun
solarium	solem "sun"	a room for sun bathing
lunar	lunam "moon"	pertaining to the moon

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
lunate	lunam "moon"	crescent-shaped
Lunik	lunam "moon"	name of a Russian spacecraft
lunatic	lunam "moon"	an insane person (at one time the moon was thought to influence a person's sanity)

2. Ask the following questions:

   a. What is solar energy?

   b. What is a lunar voyage?

   c. What do people do in a solarium?

   d. What would a lunate decoration look like?

   e. What are lunatics?

   f. Why are they so called?

   g. Where was the Russian spacecraft Lunik going?

3. Have the children echo all new derivatives chorally and individually.

4. Ask these questions:

   a. What does it mean to be wounded by Cupid's arrow?

   b. If someone described a young man in the class as an Apollo, would that be a compliment?

   c. What does the staff of Aesculapius look like and what does it symbolize?

   d. Is winning laurels a good thing?

5. Mention to the children that the Romans were fond of athletic contests of various sorts. Winners were often given a laurel crown to wear. Even today the Queen of Britain grants the title of "poet laureate" or "poet crowned with laurels" to a leading poet. The word laureate indicates that the person has done something worthy of Apollo.

LECTIO 17

Specific Objective

To introduce the story of Ceres and Proserpina.

Activities

1. Tell the children that Jupiter had a daughter, Proserpina, by Ceres. Ask the children to identify Ceres. Show Visual Cue 26, a picture of Ceres and Proserpina.

2. Show the filmstrip on Ceres and Proserpina from the Instructional Kit or tell the story dramatically in the following terms: One day Proserpina was picking flowers. Pluto, the god of the underworld, passed by in a chariot. Cupid wounded Pluto with an arrow that made him fall in love with Proserpina. Pluto seized Proserpina and carried her into the land of the dead. Proserpina was not happy in Hades as the wife of Pluto. Ceres, her mother, was heartbroken. She was sad and angry. She neglected her duties as goddess of grain. Flowers wilted. Trees shed their leaves. Rivers stopped flowing. The face of the earth grew brown and dry. Jupiter got worried. Jupiter sent Mercury to bring Proserpina back. Since Proserpina had eaten a little food in Hades, she had to spend 6 months of each year there. Once a person ate anything in Hades he had to stay there. Because Proserpina had eaten just a little and because Jupiter was so concerned about the condition of earth, Proserpina was allowed to return for six months each year to her mother Ceres. When Proserpina is on earth, Ceres rejoices and she makes the crops, fields, and forests bloom. When Proserpina is in Hades, Ceres grieves and there is fall and winter on earth.

3. Have the children echo each of the following terms chorally and individually. Then have them identify the terms: Proserpina, Ceres, Jupiter, Hades, Pluto, Cupid, Mercury.

4. Ask the children to retell the story of Ceres and Proserpina in their own words.

LECTIO 18

Specific Objectives

1. To review the story of Ceres and Proserpina.

2. To review Latin utterances contained in the dramatization given below.

3. To introduce the following Latin expressions:

Te vulnero sagitta.	I wound you with an arrow.
Te amo.	I love you.
Puellam refer.	Bring back the girl.
Veni mecum.	Come with me.

Activities

1. Tell the children that they will stage a dramatization called "Ceres et Proserpina". Appoint actors for the following parts: Ceres, Proserpina, Cupido, Juppiter, Mercurius. The dramatization starts out in a garden where Ceres and Proserpina are looking at flowers. Here is the script of the dramatization. Occasionally the teacher may wish to put an English version of the dramatization on the chalkboard. In no case, however, should any Latin be put on the chalkboard.

Ceres:	Ceres sum.
Proserpina:	Proserpina sum.
Cupido:	Cupido sum.
Pluto:	Pluto sum.
Juppiter:	Juppiter sum.
Mercurius:	Mercurius sum.
Cupido:	(shooting an arrow at Pluto) Te vulnero sagitta.
Pluto:	(looking at Proserpina) Te amo! (taking Proserpina by the hand to Hades) Te amo!
Ceres:	(weeping) Ubi est Proserpina? Ubi est Proserpina?
Juppiter:	(to Mercurius) Puellam refer! Puellam refer!

Mercurius:	(flies to Hades, leads Proserpina away by the hand) Veni mecum! Veni mecum!
Ceres:	Salve, Proserpina! (embracing Proserpina)
Proserpina:	Salve, mater!

2. Have the children echo the new Latin utterances chorally and individually.

3. Stage the dramatization as many times as possible appointing new actors each time.

LECTIO 19

Specific Objectives

1. To review the dramatization "Ceres et Proserpina".

2. To refer briefly to Jupiter's other descendants.

Activities

1. Have the children stage the dramatization "Ceres et Proserpina" several times. Have as many sets of actors as possible participate.

2. Ask the children to list the descendants of Jupiter that they have studied about in this Unit. Tell the children that Jupiter also had some descendants who were part mortal, viz., the great heroes: Hercules, Perseus, Achilles, and Aeneas. Have the children echo these names. Tell them that they will study about these heroes later but since this Unit deals with Jupiter's many descendants these heroes had to be mentioned.

3. Close class with the dramatization "Ceres et Proserpina".

LECTIO 20

Specific Objective

To introduce the following derivatives from recently learned Latin utterances: vulnerable, invulnerable, invulnerability, sagittate, Sagittarius, referendum, refer, venue, advent.

Activities

1. Approach the following derivative chart in the usual fashion:

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
vulnerable	vulnero "I wound"	capable of being wounded
invulnerable	vulnero "I wound"	incapable of being wounded
invulnerability	vulnero "I wound"	being incapable of being wounded
referendum	refer "bring back"	bringing something back to the people for a vote
refer	refer "bring back"	to direct attention or thoughts to something
venue	veni "come"	place where a court comes to meet
advent	veni "come"	coming
sagittate	sagitta "arrow"	medical term for arrow-shaped
Sagittarius	sagitta "arrow"	the name of a constellation shaped like an archer

2. Ask the following questions:

   a. Why is Superman said to be invulnerable?

   b. Do most people possess invulnerability?

   c. What happens when a referendum is held?

   d. What do you do when you refer to a subject?

   e. What is the advent of spring?

f. What shape does the constellation Sagittarius have?

g. What does it mean for a judge to change the venue of a case?

h. What is a sagittate bone?

i. Were the gods vulnerable or invulnerable?

3. Have the children echo each derivative chorally and individually.

LECTIO 21

Specific Objectives

1. To introduce salient information on Bacchus.

2. To introduce the following Latin dialogue:

Quis est?	Who is this?
Bacchus est.	This is Bacchus.
Quis est Bacchus?	Who is Bacchus?
Bacchus est deus vini et vitae.	Bacchus is the god of wine and life.

3. To introduce the following derivatives from the above dialogue: bacchanalian, bacchanal, vitamin, vital.

Activities

1. Tell the children that today they are going to meet Bacchus, the son of Jupiter and a mortal women named Semele. Bacchus was the god of wine and the god of life. He was the mysterious life force that made wild animals wild. He made men carefree and filled them with uncontrollable energy. His worshippers drank wine heavily and danced wildly.

2. Using Visual Cue 27, a picture of Bacchus, teach the new Latin dialogue in the usual fashion.

3. Approach the following derivative chart in the usual fashion:

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
bacchanalian	Bacchus	fit for Bacchus, elaborate
bacchanal	Bacchus	a worshipper of Bacchus; a person who eats, drinks, and dances without restraint
vitamin	vitae "of life"	substance needed for life
vital	vitae "of life"	pertaining to life, important

4. Ask the children the following questions:

   a. What is a bacchanalian dinner?

   b. What is a bacchanal?

   c. Why do some people take vitamin pills?

   d. What is a vital matter?

5. Close class with a review of the Latin dialogue.

LECTIO 22 (UNIT REVIEW)

Specific Objective

To review the Latin utterances presented in this Unit:

Quis est? Minerva est.
Quis est? Mars est.
Quis est? Vulcanus est.
Quis est? Mercurius est.
Quis est? Venus est.
Qui sunt? Apollo et Diana sunt.
Quis est? Bacchus est.

Quis est Minerva? Minerva est dea sapientiae.

Quis est Mars? Mars est deus belli.

Quis est Vulcanus? Vulcanus est deus ignis.

Quis est Mercurius? Mercurius est nuntius deorum.

Quis est Venus? Venus est dea amoris.

Quis est filius Veneris? Cupido est filius Veneris.

Qui sunt Apollo et Diana? Apollo et Diana sunt filii Jovis.

Quis est Aesculapius? Aesculapius est filius Apollinis.

Quis est Bacchus? Bacchus est deus vini et vitae.

Unde venit Minerva? E capite Jovis venit.

Ubi est urbs Minervae? Urbs Minervae est in Graecia.

Quis hominibus olivas dat? Minerva hominibus olivas dat.

Amatne Minerva Martem? Minime, Minerva Martem non amat.

Quid agit Vulcanus? Vulcanus laborat.

Quid agit Mercurius? Mercurius volat.

Quomodo Venus nata est? Spuma maris Venus nata est.

Quid amat Apollo? Apollo solem amat.

Quid amat Diana? Diana lunam amat.

Quid est? Virga Aesculapii est.

Te vulnero sagitta.

Te amo.

Puellam refer.

Veni mecum.

Cantemus carmen "Ave Formosissima":

Ave formosissima, gemma pretiosa,
ave decus virginum, virgo gloriosa,
ave mundi luminar, ave mundi rosa,
Blanziflor et Helena, Venus gloriosa.

Vitam regit Fortuna, non Sapientia.

Sapientia vino obumbratur.

Ex luna scientia.

Activities

1. Have the dramatization "Ceres et Proserpina" staged at least once. See Lectio 18 of this Unit for details.

2. Sing through "Ave formosissima" at least once with the class.

3. Use the rest of the class period to play "Right Reply". See Lectio 19 of Unit I for details on this game.

LECTIO 23 (UNIT REVIEW)

Specific Objective

To review the following English derivatives presented in this Unit: urban, suburban, interurban, intraurban, per capita, capital, decapitate, arachnid, Mars, martial, Mardi gras, belligerent, bellicose, vulcanize, volcano, announce, announcement, enunciate, volatile, volant, amatory, amorous, amiable, filial, filicide, solar, solarium, lunar, lunate, Lunik, lunatic, vulnerable, invulnerable, invulnerability, referendum, refer, venue, advent, sagittate, Sagittarius, bacchanalian, bacchanal, vitamin, vital, brain child, wise as an owl, olive branch, under the aegis, Cupid's arrow, an Apollo, Aesculapius' staff, to win laurels.

Activities

1. Tell the children that they are going to review the new English words they have been learning. Have the group echo chorally the derivatives listed in the Specific Objectives.

2. Play the "Optime!" game on these derivatives for most of the class period. See Lectio 14 of Unit I for details on this game. Ask questions about the etymologies and meanings of the English derivatives.

3. Close class with the choral echoing of all derivatives.

LECTIO 24 (UNIT REVIEW)

Specific Objective

To review important information on the descendants of Jupiter.

Activities

1. Tell the children that they are going to review some of the things they have learned about the descendants of Jupiter. Ask the following questions:

   a. How was Minerva born?

   b. How did Athens get its name?

   c. Tell the story of Arachne.

   d. To whom was the Parthenon dedicated?

   e. How did the other gods and goddesses regard Mars?

   f. What was Hebe's job before she was fired?

   g. What were some of Mercury's jobs?

   h. How did Aesculapius learn his medical skills?

   i. True or false: Orpheus hated Eurydice

   j. What similarities are there between the story of Eurydice and the story of Proserpina?

   k. How was Venus born?

   l. What did Cupid use his arrows for?

   m. What was Delphi?

   n. True or false: Diana was closely associated with the moon in mythology.

   o. Were Hercules, Perseus, Achilles, and Aeneas descended from Jupiter?

p. How was Bacchus worshipped?

q. What was Vulcan's job?

2. Play the "Quis sum?" game. See Lectio 21 of Unit I for details on this game. Possible persons to be identified are: Minerva, Arachne, Mars, Hebe, Vulcan, Mercury, Cupid, Apollo, Diana, Aesculapius, Orpheus, Eurydice, Ceres, Proserpina, Bacchus.

3. If time allows, show the filmstrip on Minerva and Arachne or Ceres and Proserpina quickly, omitting comments as much as possible.

UNIT IV
THE MYTHS IN NATURE

AN OVERVIEW OF THE MATERIAL TO BE TAUGHT IN THIS UNIT

1. The concept that myths sometimes explain nature.

2. Examples of myths that explain nature.

3. Latin utterances connected with the above information.

4. English derivatives connected with the Latin utterances presented.

LECTIO 1

Specific Objectives

1. To compare and contrast ancient science with modern science.

2. To explain how myths sometimes took the place of scientific explanations for the ancients.

3. To review the story of Ceres and Proserpina.

Activities

1. Ask the children what a scientist is. Ask for some examples of different kinds of scientists and various branches of sciences. Ask if the ancient Greeks and Romans had scientists. The answer you are looking for is that they did have some people who would qualify as scientists but not very many. Science played a very small role in the ancient world when compared to the role it plays in our world.

2. Remind the children that people naturally invent stories or myths to explain things they don't understand. Ask the children how many believed a long, long time ago that the sandman put them to sleep at night or that storks brought them their baby brothers and sisters or that the good fairy put dimes under their pillows. The ancient people - since they did not have many scientists and science was not well-developed - liked to explain nature in terms of myths. In others words they made up stories to explain things that they did not understand. In this Unit the class will be learning about some of the mythological explanations of nature.

3. Tell the children that they are now going to review the story of Ceres and Proserpina and try to see how this myth explains nature. Show the filmstrip on Ceres and Proserpina from the Instructional Kit or have the children retell the story in their own words. (See Unit III, Lectio 17.) Then ask the following questions:

   a. Who makes flowers, forests, and fields grow?

   b. Who do the flowers, forests, and fields wilt in fall?

   c. Why do they bloom in spring?

LECTIO 2

Specific Objectives

1. To introduce the following song on spring and important background information associated with it:

Ecce gratum et optatum ver reducit gaudia, purpuratum, floret pratum, sol serenat omnia. Jamjam cedant tristia! Aestas redit, nuno recedit hiemis saevitia.	Behold the pleasing and desired spring brings back joys. The purpled neadow blooms, the sun makes all things serene. Now let sadness retreat. Summer returns. Now the bitterness of winter recedes.

2. To review the mythological explanation of spring.

Activities

1. Ask the children to explain why spring comes every year according to the myth of Ceres and Proserpina.

2. Tell the children that since they are talking about spring they are going to learn a song about spring. Put the word SPRING on the board. Draw some flowers and a big smiling sun. Indicate a snowstorm and then cross it out. explain that the song is about the coming of spring. You might want to paraphrase it quickly in English.

3. Play Tape 4 or sing the song. Teach it in the usual fashion. See Unit I, Lectio 3 for suggestions.

4. Tell the children that this song - like the hymn to Venus they learned in the last Unit - was written in the 13th century. We don't know who wrote it but it was a popular song throughout Europe. It was one of about 200 songs known as the "Carmina Burana" or "Songs of Beuron". Beuron was a monastery in southern Germany where the songs were collected. We don't have the original melodies. The great modern composer, Carl Orff, has reconstructed melodies for us that are probably similar to those used in the 13th century.

5. Finish class by saying Cantemus carmen "Ecce gratum" and having the class sing.

LECTIO 3

Specific Objectives

1. To review the song "Ecce gratum".

2. To introduce the story of Apollo and Phaeton.

Activities

1. Say Cantemus carmen "Ecce gratum" and have the children sing "Ecce gratum" several times. This song should be sung daily for about 2 weeks in order to assure mastery.

2. Tell the children that the ancients were fascinated by the rising and setting of the sun each day. They did not really understand why this happened. They seem to have invented a myth about Apollo carrying the sun in a chariot across the sky each day. If possible show the official shield of Apollo XIII which pictures the sun chariot.

3. Show the filmstrip Apollo and Phaeton from the Instructional Kit or tell the story dramatically in the following terms: Each morning the goddess of dawn, Aurora, lifted the veil of night. Then Apollo started his trip across the sky driving the fiery chariot which carried the sun. When he started his trip it was sunrise. When he finished, it was sunset. On earth Apollo had a son named Phaeton. One day after some of his friends refused to believe that Phaeton had Apollo as a father, Phaeton climbed up Mt. Olympus and asked Apollo to acknowledge him as his son. Apollo swore to give the boy anything he wished. Phaeton wanted to drive the sun chariot. Apollo finally agreed. Phaeton did not know how to drive the chariot. He took the sun too close to earth. Jupiter threw a thunderbolt at Phaeton to knock him out of the chariot. Phaeton fell into a river. Phaeton's best friend Cygnus kept looking for him in the river. Cygnus turned into a swan and even today continues to look for Phaeton. Whenever the sun passes over water it stops to linger a little in memory of Phaeton.

4. Ask the following questions:

   a. Who was Aurora?

   b. Who was Phaeton?

   c. What did Phaeton ask from Apollo?

   d. What happened to Phaeton when he drive the sun chariot?

   e. Who was Cygnus?

   f. What does Apollo do when he passes over water?

5. Have the children echo the following terms: Phaeton, Apollo, Jupiter, Cygnus.

LECTIO 4

Specific Objectives

1. To introduce the following Latin dialogue:

Quid agit Phaeton?	What is Phaeton doing?
Phaeton caelum spectat.	Phaeton watches the sky.
Phaeton solem spectat.	Phaeton watches the sun.
Phaeton currum spectat.	Phaeton watches the chariot.
Phaeton equos spectat.	Phaeton watches the horses.
Phaeton patrem spectat.	Phaeton watches his father.
Quid agit puer?	What is the boy doing?
Puer caelum spectat.	The boy watches the sky.
Puer solem spectat.	The boy watches the sun.
Puer currum spectat.	The boy watches the chariot.
Puer equos spectat.	The boy watches the horses.
Puer patrem spectat.	The boy watches his father.

2. To review aspects of the story of Phaeton and Apollo.

Activities

1. Using Visual Cue 28, a picture of Phaeton watching Apollo driving the sun chariot across the sky, introduce the new dialogue in the usual way. Point to the sky, the sun, the chariot, etc. in order to elicit the desired answer.

2. Invite several children to come to the chalkboard to draw an approximation of Visual Cue 28. Then have children point to appropriate parts of the chalkboard drawing and ask the question Quid agit Phaeton? or Quid agit puer?

3. Ask a child to summarize the story of Phaeton and Apollo. Have the other children supply missing information.

4. Close class with a rapid-fire review of the new dialogue.

LECTIO 5

Specific Objectives

1. To review the Latin dialogue presented in the preceding Lectio.

2. To introduce (or in some cases review) the following English derivatives from recently learned Latin words: inspect, inspector, spectator, spectacle, spectacles, spectacular, equine, equestrian, paternal, patriarchy, patricide.

Activities

1. Using Visual Cue 28, review the dialogue from the preceding Lectio in the usual fashion.

2. Approach the following derivative chart in the usual fashion being sure that each derivative is echoed several times both chorally and individually:

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
inspect	spectat "watches"	to look at carefully
inspector	spectat "watches"	an officer appointed to examine things carefully

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
spectator	spectat "watches"	an onlooker
spectacle	spectat "watches"	a striking sight
spectacles	spectat "watches"	eyeglasses
spectacular	spectat "watches"	dramatic, thrilling
equine	equum "horse"	of or resembling a horse
equestrian	equum "horse"	of or pertaining to a horseman
paternal	patrem "father"	pertaining to a father
patriarchy	patrem "father"	rule by fathers
patricide	patrem "father"	killing of a father

3. Have the children explain each of the following sentences:

   a. His laugh was equine in character.

   b. Fairmount Park has many equestrian statues.

   c. In Nigeria patriarchies are common.

   d. Patricide is illegal.

   e. He inspected the trolley.

   f. He was an inspector for SEPTA.

   g. Being a spectator at a ball game is not as much fun as playing in the game.

   h. The circus was a wonderful spectacle.

   i. The old woman wore spectacles.

   j. The show was spectacular.

4. Have the children echo each derivative chorally.

LECTIO 6

Specific Objectives

1. To introduce the stories of Narcissus and Hyacinth.

2. To introduce the following Latin dialogue:

Admiraturne se Narcissus?	Does Narcissus admire himself?
Ita, Narcissus se admiratur.	Yes, Narcissus admires himself.
Vertitne Narcissus in florem?	Does Narcissus turn into a flower?
Ita, Narcissus in florem vertit.	Yes, Narcissus turns into a flower.
Percutitne discus Hyacinthum?	Does the discus strike Hyacinth?
Ita, discus Hyacinthum percutit.	Yes, the discus strikes Hyacinth.

Activities

1. Tell the children that myths were often used by the ancients to explain how various flowers and plants originated. For example, there was the story of the boy Narcissus. Have the children echo this name. Tell them that Narcissus was extremely handsome. He was so good-looking that everyone admired him. But he was very self-centered and liked to spend long hours admiring himself. Show them Visual Cue 29, a picture of Narcissus admiring his reflection in a stream. On one occasion he could not stop admiring himself in the stream. He died but the gods changed him into a beautiful flower which to this day is called the narcissus.

2. Tell the children that once there was a boy named Hyacinth who was also very handsome. He became a good friend of the god Apollo. One day Apollo and he were playing a discus throwing game. Ask the children what a discus is. The idea behind the game was to see who could throw the discus the farthest. By accident Apollo's discus hit Hyacinth and killed him. As Apollo wept, the dead boy's body turned into a lovely flower which still carries his name. Its crimson-purple color comes from the boy's blood. Show Visual Cue 30, a picture of Hyacinth about to be struck the the discuss of Apollo.

3. Teach the new dialogue in the usual fashion using Visual Cues 29 and 30.

4. Ask the children to retell the stories of Narcissus and Hyacinth in their own words.

LECTIO 7

Specific Objectives

1. To review the dialogue presented in the preceding Lectio.

2. To introduce the following English derivatives from recently learned Latin lexical items: admire, admirable, admiration, narcissistic, narcissus, narcissism, flourish, floral, florist, percussion, percuss, disk, discotheque, hyacinth, hyacinthine.

Activities

1. Using Visual Cues 29 and 30 review the dialogue from the preceding Lectio quickly.

2. Tell the children that they will now talk about some English words taken from the Latin dialogue they just reviewed. Approach the following derivative chart in the usual manner:

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
admire	admiratur "admires"	to regard with wonder and pleasure
admirable	admiratur "admires"	excellent
admiration	admiratur "admires"	approval, esteem
narcissistic	Narcissus	loving or admiring oneself
narcissus	Narcissus	a daffodil-like flower
narcissism	Narcissus	excessive self-love
flourish	florem "flower"	to bloom
floral	florem "flower"	made up of flowers

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
florist	florem "flower"	a flower dealer
percussion	percutit "strikes"	played by striking
percuss	percutit "strikes"	medical term meaning to strike
disk	discus "discus"	a plate-like object; a record
discotheque	discus "discus"	a cafe where people dance to records
hyacinth	Hyacinthus	an iris-like flower
hyacinthine	Hyacinthus	adorned with hyacinths

3. Ask the children the following questions:

   a. What do florists sell?

   b. Is the piano a percussion instrument?

   c. What shape does a disk have?

   d. What do people do at a discotheque?

   e. What is an admirable habit?

   f. What is a narcissistic person?

   g. Do many people suffer from narcissism?

   h. What is a floral decoration?

   i. What is a hyacinthine decoration?

   j. Would you be more likely to find a narcissus in a garden or in a zoo?

   k. Would you be more likely to find a hyacinth in a garden or in a zoo?

   l. Do doctors sometimes percuss a person's knee in a physical examination?

   m. What is admiration?

LECTIO 8

Specific Objective

To introduce the story of Baucis and Philemon.

Activities

1. Ask the children if any have ever taken a long trip by automobile to the Jersey shore, New York City, or Washington. Ask them if they've ever stopped to rest a little on the way at a Gino's, or McDonald's or Howard Johnson's. Ask them how the Roman people traveled. Ask if the Romans had automobiles or Gino's or McDonald's or Howard Johnson's. Tell them that the Romans traveled by wagon. When they wanted to stop to rest a little they would sit for a few minutes under the shade of an oak tree or linden tree along the road and perhaps eat some bread or cheese that they brought with them. Tell the children that today they are going to learn about how these trees that gave shade and comfort to travelers came into existence.

2. Ask if any of the children have ever made a long trip that required them to stay overnight in a hotel or motel. Explain that in Roman times the inns had very poor accommodations and usually were regarded as hideouts for thieves. People who were traveling overnight tried to stay in private homes rather than in inns. Tell the children that they are going to hear today about two weary travelers and some people who were kind to them.

3. Show the filmstrip on Philemon and Baucis from the Instructional Kit. Read the captions dramatically and comment on the pictures. If the filmstrip is not available tell the story in the following terms: One day two seemingly weary travelers stopped for rest in a small village. They went from house to house. Doors were closed in their faces. At last they came to the house of an old man named Philemon who greeted them warmly. His wife Baucis was also very friendly. Philemon and Baucis prepared a meal for their guests. The guests turned out to be Jupiter and Mercury. Jupiter and Mercury decided to reward the old couple for their kindness. A stately temple appeared on the site of their hut. Philemon and Baucis became attendants in this shrine. They prayed that they should not be separated in death. After a long life Philemon was changed into an oak tree and Baucis, into a linden tree. Even today these trees provide shade for weary travelers.

LECTIO 9

Specific Objectives

1. To review the story of Baucis and Philemon.

2. To introduce the following Latin dialogue:

Quid agit senex?	What is the old man doing?
Senex hospites salutat.	The old man greets his guests.
Quid agit anus?	What is the old woman doing?
Anus hospites salutat.	The old woman is greeting her guests.
Quid agunt senex et anus?	What are the old man and woman doing?
Senex et anus hospites salutant.	The old man and woman are greeting their guests.

Activities

1. Ask the following questions:

   a. Who were Philemon and Baucis?

   b. How did the village people treat Mercury and Jupiter?

   c. How did Philemon and Baucis treat Mercury and Jupiter?

   d. How were Philemon and Baucis rewarded?

   e. What happened to Philemon and Baucis after their long lives as temple attendants?

   f. How was traveling in ancient times different from traveling today?

   g. What does the story of Philemon and Baucis teach us?

2. Introduce the new Latin dialogue in the usual fashion.

3. Ask a child to retell the story of Philemon and Baucis in his own words.

LECTIO 10

Specific Objectives

1. To review previously presented utterances in a new context.

2. To introduce the following Latin utterances:

Vultisne edere?	Do you wish to eat?
Volumus edere.	We wish to eat.
Gratias!	Thanks!

Activity

Tell the children that today they will stage a playlet called "Philemon et Baucis". Appoint actors to play Philemon, Baucis, Jupiter, and Mercury. When the play begins, Philemon and Baucis are in their cottage. Jupiter and Mercury knock on the door. Teach the playlet in the usual fashion.

Philemon: Baucis: }	(smiling and motioning for the visiters to enter) Venite! Venite!
Juppiter:	Salvete!
Mercurius:	Salvete!
Philemon:	Vultisne edere?
Juppiter:	Ita, volumus edere?
Baucis:	Ubi est panis?
Philemon:	Panis est in mensa.
(All sit down and eat.)	
Philemon:	(to Juppiter) Quid est nomen tuum?
Juppiter:	Nomen meum est Juppiter.
Baucis:	(to Mercurius) Quid est nomen tuum?
Mercurius:	Nomen meum est Mercurius.
(Philemon and Baucis kneel.	Juppiter and Mercurius head toward the door.)
Juppiter:	Valete et gratias!
Mercurius:	Valete et gratias!

LECTIO 11

Specific Objective

To introduce the following English derivatives from recently learned Latin lexical items: senate, senile, senility, anile, anility, hospitable, hospitality, salute, salutation, volition, voluntary, gratitude, grateful.

Activities

1. Approach the following derivative chart in the usual fashion:

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
senate	senex "old man"	governmental body composed in Roman times of old men
senile	senex "old man"	having the characteristics of old men
senility	senex "old man"	the feebleness of old age
anile	anus "old woman"	having the characteristics of old women
anility	anus "old woman"	the feebleness of old women
hospitable	hospes "guest"	friendly, warm toward guests
hospitality	hospes "guest"	warmth, kindness toward guests
salute	salutat "greets"	to greet in a formal manner
salutation	salutat "greets"	greeting
volition	volumus "we wish"	free will
voluntary	volumus "we wish"	of one's own free will
gratitude	gratias "thanks"	thankfulness
grateful	gratias "thanks"	thankful

2. Ask the following questions:

   a. What does a soldier do when he salutes his general?

   b. What is the salutation of a letter?

   c. Do you come to school of your own volition?

   d. What is a voluntary contribution?

   e. How do people show their gratitude?

   f. Are most children grateful that they come to school?

   g. How do people show hospitality towards visitors?

   h. What is a hospitable person?

   i. Who suffers from anility?

   j. What are some of the signs of senility?

   k. Are any of the children in this class anile or senile?

   l. What kind of people were in the Roman Senate?

   m. Do many countries today have senates?

LECTIO 12

Specific Objectives

1. To introduce the concept that constellations reflect the myths.

2. To introduce the following Latin dialogue:

Ubi sunt stellae?	Where are the stars?
Stellae in caelo sunt.	The stars are in the sky.
Suntne multae stellae in caelo?	Are there many stars in the sky?
Ita, multae stellae in caelo sunt.	Yes, there are many stars in the sky.
Narrantne stellae fabulas?	Do the stars tell stories?
Ita, stellae fabulas narrant.	Yes, the stars tell stories.

Activities

1. Ask what a constellation is. Remind the children that most constellations take their names from mythology. Hold up Visual Cue 31, a picture of the constellation Pegasus and other stars. Tell the children that the ancient people liked to look up at the stars and tell stories about them and associate them with myths. Star gazing and story telling took the place of television for the ancient people. They liked to explain the groups of stars through myths. For example, they thought that the constellation in Visual Cue 31 was Pegasus, the winged horse that brought Jupiter his thunderbolts whenever the god wished to use them. Pegasus was also a symbol of speed and power. Ask the children if they've ever seen Pegasus at gas stations. Tell them that the Mobil Company uses Pegasus as its symbol. Ask them to look for the flying red horse the next time they pass a Mobil gas station. Have them echo the name Pegasus several times.

2. Introduce the new Latin dialogue in the usual fashion while using Visual Cue 31. The nature of this particular dialogue is such that the teacher probably will want to give the meaning in English of many of the utterances.

3. Ask the children the following questions:

   a. Did the ancient people like to explain the stars they saw in terms of myths?

   b. Do most of the constellations take their names from mythology?

   c. Who was Pegasus?

   d. What company uses Pegasus as its symbol?

4. Review the Latin dialogue in the usual fashion.

LECTIO 13

Specific Objectives

1. To introduce the following English derivatives: stellar, interstellar, intrastellar, constellation, fabulous, fable, narrator, narrate, narration.

2. To review the Latin dialogue presented in the preceding Lectio.

3. To review the dramatization "Philemon et Baucis".

Activities

1. Begin class with the dialogue presented in the preceding Lectio.

2. Approach the following derivative chart in the usual fashion:

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
stellar	stella "star"	of or pertaining to a star, star-like
interstellar	stella "star"	between stars
intrastellar	stella "star"	within a star
constellation	stella "star"	a group of stars
fabulous	fabulas "stories"	wonderful, story-like
fable	fabulas "stories"	animal story
narrator	narrant "tell"	person who tells a story
narrate	narrant "tell"	to tell a story
narration	narrant "tell"	the telling of a story

3. Ask the following questions:

   a. What is a stellar personality?

   b. Is Pegasus a constellation?

   c. What would be an interstellar voyage?

   d. What is an intrastellar explosion?

   e. Is the story of the tortoise and the hare a fable?

   f. Is the Franklin Institute a fabulous place to visit?

   g. What does a narrator do?

   h. What would it mean to narrate the story of Apollo and Phaeton?

   i. What is a narration?

4. Stage the playlet "Philemon et Baucis" as many times as possible. See Lectio 10 of this Unit for details.

5. Have the children echo chorally and individually the derivatives presented in this Lectio.

LECTIO 14

Specific Objectives

1. To review the story of Arachne and the origin of spiders.

2. To introduce the following Latin motto and background information on it.

Naturam quidem mutare difficile est. (Seneca)	It is difficult indeed to change nature.

Activities

1. Tell the children that today they are going to review the story of how spiders first came into existence. Show the filmstrip on Minerva and Arachne from the Instructional Kit or retell - with the help of the children - the story of Minerva and Arachne.

2. Mention to the children that the ancient people realized that nature could not be easily changed. Partly because they recognized this fact they tried to explain nature in terms of myths. For example, they saw spiders making their webs. They could not change this process even if they wanted to do so. So they tried to explain the process with the story of Arachne.

3. Tell the children that they will now learn a Latin quotation which means in English "It is difficult indeed to change nature". Say the quotation Naturam, etc. several times. Have the children echo chorally and individually.

4. Write the names Seneca and Nero on the chalkboard. Ask the children to identify Seneca. Mention that Seneca authored the statement Naturam, etc.

LECTIO 15 (UNIT REVIEW)

Specific Objective

To review the following Latin utterances presented in this Unit:

Quid agit puer? Puer caelum spectat.

Quid agit puer? Puer solem spectat.

Quid agit puer? Puer currum spectat.

Quid agit puer? Puer equos spectat.

Quid agit puer? Puer patrem spectat.

Quid agit senex? Senex hospites salutat.

Quid agit anus? Anus hospites salutat.

Quid agunt senex et anus? Senes et anus hospites salutant.

Admiratne se Narcissus? Ita, Narcissus se admirat.

Vertitne Narcissus in florem? Ita, Narcissus in florem vertit.

Percutitne discus Hyacinthum? Ita, discus Hyacinthum percutit.

Suntne multae stellae in caelo? Ita, multae stellae in caelo sunt.

Narrantne stellae fabulas? Ita, stellae fabulas narrant.

Ubi sunt stellae? Stellae in caelo sunt.

Vultisne edere? Volumus edere, gratias.

Cantemus carmen "Ecce gratum".

Ecce gratum
et optatum
ver reducit gaudia,
purpuratum,
floret pratum,
sol serenat omnia
Jamjam cedant tristia!
Aestas redit,
nunc recedit
hiemis saevitia

Naturam quidem mutare difficile est.

Activities

1. Have the dramatization "Philemon et Baucis" staged at least once. See Lectio 10 of this Unit for details.

2. Sing through "Ecce gratum" at least once with the class.

3. Use the rest of the class period to play "Right Reply". See Lectio 19 of Unit I for details on this game.

LECTIO 16 (UNIT REVIEW)

Specific Objective

To review the following English derivatives presented in this Unit: inspect, inspector, spectator, spectacle, spectacles, spectacular, equine, equestrian, paternal, patriarchy, patricide, admire, admirable, admiration, narcissistic, narcissus, narcissism, flourish, floral, florist, percussion, percuss, disk, discotheque, hyacinth, hyacinthine, senate, senile, senility, anile, anility, hospitable, hospitality, salute, salutation, volition, voluntary, gratitude, grateful, stellar, interstellar, intrastellar, constellation, fabulous, fable, narrator, narrate, narration.

Activities

1. Tell the children that they are going to review the new English words that they have been learning. Have the group echo chorally the derivatives listed in the Specific Objectives of this Lectio.

2. Play the "Optime!" game on these derivatives for most of the class period. See Lectio 14 of Unit I for details on this game. Ask questions about the etymologies and meanings of the English derivatives.

3. Close class with the choral echoing of all the derivatives listed in the Specific Objective of this Lectio.

LECTIO 17 (UNIT REVIEW)

Specific Objective

To review important information on the myths in nature.

Activities

1. Tell the children that they are going to review some of the things they have learned about the myths in nature. Ask the following questions:

   a. Did the ancient Greeks and Romans have many scientists?

   b. Do people naturally invent stories or myths to explain things?

   c. What myth explains the coming of spring and fall each year?

   d. Who brings the sun across the sky each day?

   e. Why does the sun seem to linger over water?

   f. Why does a swan have the kind of neck it has?

   g. How did the narcissus flower come into existence?

   h. How did the hyacinth flower come into existence?

   i. How did Philemon and Baucis treat Mercury and Jupiter?

   j. How were Philemon and Baucis rewarded?

   k. How was traveling in ancient times different from traveling today?

   l. What happened to Philemon and Baucis after their long lives as temple attendants?

   m. What was Pegasus' job?

   n. Did the ancient people like to explain the stars they saw in terms of myths?

   o. Do most of the constellations take their names from mythology?

   p. According to the myths how did spiders come into existence?

2. Play the "Quis sum?" game. See Lectio 21 of Unit I for details on this game. Possible persons to be identified are: Ceres, Proserpina, Apollo, Phaeton, Cygnus, Narcissus, Hyacinth, Philemon, Baucis, Pegasus, Jupiter, Mercury, Minerva, Arachne, Aurora.

3. If time allows, show the filmstrip on Baucis and Philemon or Apollo and Phaeton quickly, omitting comments as much as possible.

UNIT V
STORIES OF LOVE AND ADVENTURE

AN OVERVIEW OF THE MATERIAL TO BE TAUGHT IN THIS UNIT

1. The stories of Atalanta, Adonis, Tantalus, Pyramus, Midas, and Oedipus.

2. Latin utterances connected with these myths.

3. English derivatives connected with the Latin utterances presented.

LECTIO 1

Specific Objectives

1. To introduce the story of Kind Midas and the golden touch.

2. To introduce the following Latin dialogue:

Quis est?	Who is this?
Rex Midas est.	This is King Midas.
Quid agit Midas?	What is Midas doing?
Midas omnia in aurum convertit.	Midas changes everything into gold.
Quando omnia in aurum convertuntur?	When are all things changed to gold?
Quando Midas ea tangit.	When Midas touches them.

Activities

1. Tell the children that in this Unit they are going to learn about some stories of love and adventure.

2. Pull up a chair in front of the classroom. Tell the children that they should adjust the mechanisms of their time machines, that they are going back to the days of a great king named Midas. Hold up Visual Cue 32, a picture of Midas. Midas once had been very kind to Bacchus' teacher. Hold up Visual Cue 27, a picture of Bacchus. Ask the children if they remember who Bacchus was. Bacchus was very grateful to Midas and decided to grant him any wish at all. Ask if anyone knows what Midas asked for. He wished, of course, for the ability to change anything he touched to gold. Midas was at first delighted with his gift. He turned flowers, trees, birds, and insects into gold. However, when he tried to eat, everything turned to gold. Show Visual Cue 33, Midas at table with the food changing to gold. Midas became very unhappy. Finally he asked Bacchus to take the gift of the golden touch back. Bacchus agreed and Midas was happy again.

3. Introduce the new Latin dialogue in the usual fashion, using Visual Cues 32 and 33. In asking the Quando? question the teacher may wish to use a puzzled expression and a wrist watch to suggest the idea of "When?"

4. Ask the following questions:

   a. Who was Midas?

   b. What did Bacchus offer Midas?

   c. What did Midas wish for?

   d. Was Midas happy with his gift?

   e. What happened after Midas was unable to eat?

   f. What does the story of Midas and the golden touch teach us?

5. Review the new dialogue quickly.

LECTIO 2

Specific Objective

To introduce the following song and the background information on it:

Attonitus novitate mali, divesque miserque, effugere optat opes, effugere optat opes, effugere optat, effugere optat opes, effugere optat.	Surprised by the novelty of the evil and at the same time rich and unhappy, Midas wants to flee his gift, he wants to flee, he wants to flee his gift, he wants to flee.

Activities

1. Tell the children that they are going to learn a song about Midas. Tell them that this song talks about how surprised Midas was at his gift of the golden touch. It calls Midas rich and unhappy at the same time. It says that Midas wants to escape from his gift.

2. Play Tape 5 or sing "Attonitus novitate" to the tune of "Auld Lang Syne". Teach the song in the usual fashion. See Unit I, Lectio 3 for suggestions.

3. Tell the children that this song is taken from the writings of the Roman poet, Ovid. Have the children echo Ovid's name several times. Tell them that Ovid lived at the time of the great Roman emperor, Augustus. Have the children echo Augustus' name. Mention that Augustus did not like Ovid and exiled him to a remote town in what is now Rumania. Have Rome and Rumania pointed to on the map. Mention that Ovid wrote many beautiful poems - including poems on various myths. If they continue to study Latin in high school, they will read Ovid's poems.

4. Finish class by saying Cantemus carmen "Attonitus novitate" and having the class sing.

LECTIO 3

Specific Objectives

1. To review the carmen "Attonitus novitate".

2. To introduce the story of Midas judging the music contest.

3. To introduce the following Latin dialogue:

Quis est?	Who is this?
Pan est.	This is Pan.
Quid agunt Pan et Apollo?	What are Pan and Apollo doing?
Pan et Apollo musicam faciunt.	Pan and Apollo are making music.
Habetne Midas aures asini?	Does Midas have donkey ears?
Ita, Midas aures asini habet.	Yes, Midas has donkey ears.

Activities

1. Begin class by saying Cantemus carmen "Attonitus novitate" and having the class sing. This song should be used daily for the next two weeks to assure mastery.

2. Hold up Visual Cue 34, a picture of Apollo and Pan playing their instruments with Midas in the background. Explain that once there was a musical contest between Apollo and Pan. Pan was a very ugly god of the forests with legs of a goat, a pair of horns, and a little pointed beard. Apollo played the lyre beautifully. Pan played his pipes but his music was no match for that of Apollo. Midas was one of the judges at the contest. All the judges except Midas thought that Apollo's music was better. Midas voted for Pan. As a result, Apollo changed Midas' ears to donkey ears. Show them Visual Cue 35, Midas with donkey ears.

3. Using Visual Cues 34 and 35 introduce the new dialogue in the usual fashion.

4. Ask the following questions:

   a. Who was Pan?

   b. What kind of instrument did he play?

   c. How did Pan's music compare with Apollo's?

   d. For whom did Midas vote in the contest?

   e. What was Midas' reward?

   f. What - if anything - can we learn from this story?

5. End class with a review of the new Latin dialogue.

LECTIO 4

Specific Objectives

1. To introduce the following English derivatives: auriferous, Au, convert, conversion, convertible, tangible, tangent, tactile, aural, auricular.

2. To review the Latin dialogue presented thus far in this Unit.

Activities

1. Begin class with a review of the Latin dialogue presented thus far in this Unit using the appropriate visual cues.

2. Approach the following derivative chart in the usual fashion:

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
auriferous	aurum "gold"	gold-bearing
Au	aurum "gold"	chemical symbol for gold
convert	convertit "changes"	to change
conversion	convertit "changes"	changing
convertible	convertit "changes"	capable of change; a type of automobile
tangible	tangit "touches"	touchable
tangent	tangit "touches"	touching
tactile	tangit "touches"	pertaining to touch
aural	aures "ears"	perceived by hearing
auricular	aures "ears"	pertaining to the ears

3. Ask the children the following questions:

   a. What is an auricular disorder?

   b. What is an aural approach to learning Latin?

   c. What is a tactile sensation?

   d. What is tangible proof?

   e. When is a line tangent to a circle?

   f. How many have ever ridden in a convertible?

   g. What does the chemical symbol Au stand for?

   h. What is auriferous rock?

   i. What does it mean to convert to gas heat?

4. Have the children echo the new derivatives chorally.

LECTIO 5

Specific Objective

To introduce the story of Atalanta's last race.

Activities

1. Tell the children that today they are going to learn the story of Atalanta, a famous lady runner from antiquity. Show the filmstrip titled "Atalanta's Race" from the Instructional Kit or tell the story in the following terms: Atalanta was a beautiful girl. One day she was warned by an oracle (i.e., a fortuneteller) not to marry. There were many young men who wanted to marry her. She announced that she would marry any man who beat her in a race but that anyone whom she beat in a race would be put to death. A handsome young man named Hippomenes fell in love with Atalanta. Hippomenes prayed to Venus for help. Venus gave Hippomenes three golden apples. The race began. Each time Atalanta gained the lead, Hippomenes threw one of the golden apples on the ground. Because Atalanta kept stopping to pick up the apples she lost the race. Hippomenes and Atalanta married. Later they were changed into lions because they did not show, according to some versions of the story, proper respect for Venus.

2. Ask the following questions:

   a. Who was Atalanta?

   b. Who was Hippomenes?

   c. Why did men race Atalanta?

   d. What happened to young men that Atalanta beat in her races?

   e. Whose help did Hippomenes get?

   f. How did Hippomenes use the three golden apples?

   g. Why did Atalanta lose the race?

   h. What happened to Atalanta and Hippomenes after their marriage?

   i. What does this story teach us?

3. If time allows ask a child to retell the story of Atalanta and Hippomenes in his own words.

LECTIO 6

Specific Objectives

1. To review the story of Atalanta.

2. To introduce the following Latin dialogue:

Videtisne virum?	Do you see the man?
Virum video.	Yes, I see the man.
Videtisne virum jactantem pomum?	Do you see the man throwing the apple?
Virum jactantem pomum video.	Yes, I see the man throwing the apple.

Activities

1. Hold up Visual Cue 36, a picture of Hippomenes and Atalanta racing, with Hippomenes throwing a golden apple onto the ground. Point to each character and then ask for identification. Ask the children to explain the story that the cue card highlights.

2. Introduce the new Latin dialogue in the usual fashion.

3. If time allows show the filmstrip on Atalanta again quickly.

LECTIO 7

Specific Objectives

1. To introduce the following English derivatives: ejaculation, eject, project, inject, dejected, reject, conjecture, virile, virility.

2. To introduce the story of Pyramus and Thisbe.

Activities

1. Approach the following derivative chart in the usual manner.

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
ejaculation	jactantem "throwing"	exclamation
eject	jactantem "throwing"	cast out
project	jactantem "throwing"	to throw forth on a screen
inject	jactantem "throwing"	to force into
dejected	jactantem "throwing"	downcast
reject	jactantem "throwing"	to throw back, turn down
conjecture	jactantem "throwing"	a guess "thrown forward"
virile	virum "man"	manly
virility	virum "man"	manliness

2. Ask the children to explain the following sentences:

   a. The sentence contained an ejaculation.

   b. The coal was ejected from the truck.

   c. The picture was projected onto the screen.

   d. He injected himself into the conversation.

   e. The boy was very dejected.

   f. The plan was rejected.

   g. What he said was only a conjecture.

   h. Tarzan is very virile.

   i. He showed great virility and courage.

3. Tell the children that today they are going to begin to hear a sad, sad story. It took place in a great city called Babylon thousands and thousands of years ago. Point to Babylon on the map. Have the children echo the term Babylon but in a low tone of voice because this is a sad story. Mention to the children that in Babylon - just like in Philadelphia - there were many row houses. Draw some row houses on the chalkboard. Ask how many children live in row houses. Tell the children that this sad story is about a boy named Pyramus who lived in a row house in Babylon and Thisbe, a girl who lived next door. Tell the children that in the next class you will continue the story but that you are going to say the names of the boy and girl from Babylon once more and see how many can remember them. Say the names clearly and leave the room.

LECTIO 8

Specific Objectives

1. To complete the story of Pyramus and Thisbe.

2. To introduce the following Latin dialogue:

Quid est?	What is this?
Leo est.	It is a lion.
Quid est?	What is this?
Arbor est.	It is a tree.
Cur lacrimat puella?	Why is the girl weeping?
Lacrimat quod puer mortuus est.	She weeps because the boy is dead.

Activities

1. Put a rough sketch of some row houses on the chalkboard. Tell the children that you will continue the sad story begun in the last class period about the boy and girl from Babylon. Ask if anyone remembers their names. Tell them that Pyramus and Thisbe loved each other very much. Their parents forbade them to meet. They discovered a little crack in the wall between their houses. They used it to talk back and forth. Their love grew and grew but their parents kept them apart. Finally they decided to meet near a tall mulberry tree and to run away together. Thisbe got there first. She saw a lioness near the meeting place and dropped her cloak.

The lioness' jaws were bloody from eating and the cloak was stained with blood. When Pyramus arrived, he saw the cloak and assumed that a wild beast had killed Thisbe. He drew his sword and killed himself. Thisbe then appeared. She saw the dead boy and wept. She decided to kill herself also because she loved Pyramus so much. Their parents decided to bury the two lovers together. The mulberry gets its red color from the blood of Pyramus.

2. Write the names of Pyramus and Thisbe on the board. Write the names of Romeo and Juliet on the board. Ask how many have seen the movie ROMEO AND JULIET or know the story. Tell the children that Shakespeare's ROMEO AND JULIET was based on the story of Pyramus and Thisbe. Both stories are sad.

3. Tell the children that they will now learn a Latin dialogue based on the story of Pyramus and Thisbe. Using Visual Cue 37, a picture of a lion under a mulberry tree, and Visual Cue 38, a picture of Thisbe weeping over the dead body of Pyramus, teach the new dialogue in the usual way.

4. Ask the following questions:

   a. Where was Babylon?

   b. How did Pyramus and Thisbe talk to each other?

   c. What happened when Pyramus and Thisbe decided to meet and run away?

   d. How were the two buried?

   e. Was Shakespeare's ROMEO AND JULIET based on the story of Pyramus and Thisbe?

   f. What - if anything - does the story of Pyramus and Thisbe teach us?

5. Close class with a quick review of the new Latin dialogue.

LECTIO 9

Specific Objectives

1. To review the new Latin dialogue presented in the preceding Lectio.

2. To introduce the following English derivatives from the Latin utterances in the dialogue: Leo, leonine, leopard, Arbor Day, arboretum, arboreous, arboriculture, lacrimal, lachrymose, mortuary, mortician, mortal, mortgage.

Activities

1. Using Visual Cues 37 and 38, review the Latin dialogue given in the Specific Objectives of the preceding Lectio in the usual fashion.

2. Approach the following derivative chart in the usual way:

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
Leo	leo "lion"	a constellation shaped like a lion; a man's name
leonine	leo "lion"	lion-like
leopard	leo "lion"	the name of a wild animal somewhat similar to a lion
Arbor Day	arbor "tree"	a day for planting trees
arboretum	arbor "tree"	a place where trees of various kinds are displayed
arboreous	arbor "tree"	full of trees
arboriculture	arbor "tree"	the science of raising trees
lacrimal	lacrimat "cries"	pertaining to tears
lachrymose	lacrimat "cries"	sad, mournful
mortuary	mortuus "dead"	funeral parlor
mortician	mortuus "dead"	undertaker
mortal	mortuus "dead"	destined to die
mortgage	mortuus "dead"	a kind of loan for purchase of property (In the Middle Ages a mortgage was a pledge to pay under penalty of death.)

3. Ask the following questions:

   a. What shape does the constellation Leo have?

   b. Does a cat have leonine characteristics?

   c. What does a leopard resemble?

   d. What is the purpose of Arbor Day?

   e. What would you see at the arboretum in Elkins Park?

   f. Is Fairmount Park arboreous?

   g. Suppose a person studied arboriculture in college. What would he be studying?

   h. What does your lacrimal gland produce?

   i. Is the story of Pyramus and Thisbe lachrymose?

   j. What does a mortician do for a living?

   k. Does Philadelphia have many mortuaries?

   l. Are all men mortal?

   m. Do people frequently take out mortgages from banks in order to buy their houses?

LECTIO 10

Specific Objectives

1. To introduce the story of Tantalus.

2. To introduce the following Latin dialogue:

Estne Tantalus vir bonus?	Is Tantalus a good man?
Minime, Tantalus non est vir bonus.	No, Tantalus is not a good man.
Qualis vir est Tantalus?	What sort of man is Tantalus?
Tantalus est vir malus.	Tantalus is a wicked man.

Activities

1. Ask the children if they ever heard of the word tantalize. If not, tell them that the word means to tease by arousing expectations that are repeatedly disappointed. For example, if someone kept putting a delicious ice-cream sundae in front of you and kept taking it away when you reached for it, that person would be tantalizing you. This English word tantalize has an interesting story behind it. It comes from the name of a son of Jupiter named Tantalus. Tantalus was a wicked person. He once served human flesh to the gods. To punish him the gods placed him in a pool in Hades. Whenever he stooped to drink, however, the water drew back and he could not reach it. Over the pool were fruit trees of various kinds. Each time he reached for them the wind tossed them out of his reach. Thus he was tantalized forever.

2. Using Visual Cue 39, a picture of Tantalus being tormented, teach the new Latin dialogue in the usual fashion.

3. Ask a child to retell the story of Tantalus in his own words.

4. Go through the new dialogue in rapid-fire fashion.

LECTIO 11

Specific Objectives

1. To review the Latin dialogue presented in the preceding Lectio.

2. To introduce the following derivatives based on the dialogue: tantalize, bonus, bona fide, bon voyage, bonbon, malformed, malefactor, malevolent, malice.

Activities

1. Using Visual Cue 39, elicit the Latin dialogue presented.

2. Tell the children that they will now learn some English words connected with Latin words they have learned recently. Approach the following derivative chart in the usual fashion:

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
tantalize	Tantalus	to tease by arousing expectations
bonus	bonus "good"	something paid over and above what is due
bona fide	bonus "good"	in good faith, without deceit
bon voyage	bonus "good"	pleasant trip
bonbon	bonus "good"	a type of candy
malformed	malus "evil"	faultily formed
malefactor	malus "evil"	evildoer
malevolent	malus "evil"	wishing evil
malice	malus "evil"	desire to inflict injury, spite

3. Ask the children the following questions:

   a. What is a malevolent person?

   b. Would deliberately kicking another person be an example of malice?

   c. Is someone who does evil called a malefactor?

   d. What might a malformed tree look like?

   e. Do people usually eat bonbons at breakfast?

   f. What would it mean to wish someone a bon voyage?

g. What is a bona fide salesman?

h. What is a Xmas bonus?

i. What does it mean to tantalize a person?

4. Have the children echo each derivative chorally and individually.

LECTIO 12

Specific Objectives

1. To introduce the story of Oedipus.

2. To introduce the following Latin dialogue:

Quis est?	Who is this?
Oedipus est.	This is Oedipus.
Quid videt oculis?	What does he see through the eyes?
Nihil videt oculis.	He sees nothing.

Activities

1. Hold up Visual Cue 40, a picture of the blind Oedipus as an old man. Pause dramatically. Tell the children in a whisper this man was once a great king in the city of Thebes. Point to Thebes on the map. Tell the children that his name is Oedipus. He was not always blind. In fact he blinded himself. When Oedipus was a baby he was abandoned by his parents. He grew upwith foster parents. Later in his life he went to Thebes. Before entering Thebes he became involved in an argument with a rich old man. He killed this man. He later married the queen of Thebes. Later - much to his horror - he discovered that without knowing it he had murdered his own father and married his own mother who was queen of Thebes. Oedipus blinded himself and gave up his throne.

2. Using Visual Cue 40, introduce the new Latin dialogue in the usual way.

3. Ask the following questions:

   a. How did Oedipus become blind?

   b. Was Oedipus abandoned by his real parents when he was a baby?

   c. Where was Thebes?

   d. Whom did Oedipus murder?

   e. Whom did he marry?

   f. Did Oedipus really do anything wrong?

4. Go through the new Latin dialogue in rapid-fire fashion.

LECTIO 13

Specific Objectives

1. To introduce the following English derivatives: Oedipus complex, oculist, ocular, annihilate, nihilist.

2. To review the Latin dialogue presented in the preceding Lectio.

3. To review the story of Oedipus.

Activities

1. Using Visual Cue 40, review the Latin dialogue from the preceding Lectio.

2. Invite a child to the front of the class to tell the story of Oedipus.

3. Approach the following derivative chart in the usual way:

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
Oedipus complex	Oedipus	abnormal attachment of male child to his mother with hatred for his father.

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
oculist	oculis "through his eyes"	an eye doctor
ocular	oculis "through his eyes"	pertaining to the eyes
annihilate	nihil "nothing"	to destroy
nihilist	nihil "nothing"	a person who doesn't believe in anything

4. Ask the children to explain the following sentences:

   a. The psychiatrist said he had an Oedipus complex.

   b. She visited the oculist.

   c. She had an ocular disorder.

   d. Hydrogen bombs can annihilate cities.

   e. Some students are nihilists.

5. Ask the following questions:

   a. Do oculists sometimes prescribe eyeglasses?

   b. Would an ear disorder be called on ocular problem?

   c. Would a boy who hated his father and was very fond of his mother be said to have an Oedipus complex?

   d. Would a person who believes that laws, government, and religions are useless be called a nihilist?

   e. What does it mean to annihilate a problem?

LECTIO 14

Specific Objectives

1. To introduce the story of Adonis.

2. To introduce the following Latin dialogue:

Quis est?	What is this?
Animal ferox est.	This is a wild beast.
Quis puerum caedit?	What is killing the boy?
Animal ferox puerum caedit.	The wild beast is killing the boy.

Activities

1. Using Visual Cue 41, a picture of Adonis being slain by a wild boar, teach the above dialogue in the usual fashion.

2. Explain that the boy in the visual cue is Adnois. He was extremely handsome. Venus, the goddess of love, loved him. All the time he was with Venus she sought to please him. He was fond of hunting. She frequently went hunting with him. One day she didn't go with him. He tracked down a mighty boar. He managed to wound the boar. The boar - mad with pain - rushed at him and gored him with its great tusks. Venus came to his side and saw him die.

3. Tell the children you will now read them part of an English version of an old Greek poem written in the 3rd century B.C. by a man named Bion. The effectiveness of this reading, of course, depends on its proper dramatic rendering by the teacher: Venus has lost her lord, the beautiful, and lost are her looks, for beautiful was Venus while Adonis had breath; but dead is Adonis and her beauty suffers death. The hills mourn for Venus, "woe for Adonis" cry the oaks, rivers run sobbing for Venus in her woe. In tears for Adonis the upland fountains flow, flowers redden sorrowful, and Venus sends her sighs high into the hillside valleys and the ridges in between "Woe for Venus, for Adonis' dead beauty!" And the echo sounded answer "Adonis' dead beauty".

4. The teacher may wish to put this poem on the chalkboard or duplicate it in quantity and then have the children read it chorally and individually. Be sure to ask the children to explain the meaning of the poem.

5. Go through the new Latin dialogue again.

LECTIO 15

Specific Objectives

1. To introduce the following English derivatives: ferocious, ferocity, suicide, matricide, patricide, fratricide, regicide, urbicide, an Adonis.

2. To review the Latin dialogue presented in the previous Lectio.

Activities

1. Using Visual Cue 41, review the Latin dialogue presented in the preceding Lectio in the usual fashion.

2. Approach the following derivative chart in the usual fashion:

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
ferocious	ferox "fierce"	fierce
ferocity	ferox "fierce"	fierceness
suicide	caedit "kills"	killing oneself
matricide	caedit "kills" mater "mother"	killing one's mother
patricide	caedit "kills" pater "father"	killing one's father
fratricide	caedit "kills"	killing one's brother
regicide	caedit "kills" rex "king"	killing a king
urbicide	caedit "kills" urbs "city"	killing a city especially through improper plan-planning
an Adonis	Adonis	a very handsome young man

3. Ask the following questions:

   a. What is a ferocious animal?

   b. Can a dog show great ferocity?

   c. Do mentally ill people sometimes commit suicide?

   d. True or false: Matricide, patricide, and [illegible]ricide are popular sports.

   e. True or false: Killing one's brother is called regicide.

   f. Why do some people think that Philadelphia may be committing urbicide?

   g. Would it be a compliment for someone to call a boy in this class an Adonis?

4. Have the children echo the new derivatives chorally and individually.

LECTIO 16

Specific Objective

To introduce the following transformations of recently taught utterances:

Videtisne regem?	Do you see a king?
Regem video.	I see a king.
Videtisne aurum?	Do you see gold?
Aurum video.	I see gold.
Videtisne aures asini?	Do you see the ears of a donkey?
Aures asini video.	I see the ears of a donkey.
Videtisne virum?	Do you see a man?
Virum video.	I see a man.
Videtisne virum jactantem pomum?	Do you see a man throwing an apple?
Virum jactantem pomum video.	I see a man throwing an apple.

Videtisne leonem?	Do you see a lion?
Leonem video.	I see a lion.
Videtisne arborem?	Do you see a tree?
Arborem video.	I see a tree.
Videtisne puellam?	Do you see a girl?
Puellam video.	I see a girl.
Videtisne puerum?	Do you see a boy?
Puerum video.	I see a boy.
Videtisne virum malum?	Do you see a wicked man?
Virum malum video.	I see a wicked man.
Videtisne animal ferox?	Do you see a fierce animal?
Animal ferox video.	I see a fierce animal.

Activities

1. Using Visual Cues 32, 33, 35, 36, 37, 38, 39, and 41, teach the transformations listed in the Specific Objectives of this Lectio in the usual way.

2. Place the visual cues at various places in the classroom. Tell the children that they will now play the "Pointing Game". See Unit I, Lectio 16 for directions. The teacher may wish to confine the game to the Videtisne questions contained in the Specific Objectives of this Lectio.

3. The teacher may wish to elicit negative answers to the Videtisne questions by showing the "wrong" cue.

LECTIO 17

Specific Objectives

1. To introduce the following Latin mottoes:

Credula res amor est. (Ovidius)	Love is a trusting thing.
Omnia vincit amor. (Vergilius)	Love conquers all.

2. To introduce background information on the above mottoes.

Activities

1. Ask the children to list some of the love stories they have studied in this Unit. You are looking, of course, for the story of Adonis, Pyramus, and Atalanta. Tell the children that today they are going to learn some quotations dealing with love.

2. Tell the children that the first quotation is taken from the writings of the poet Ovid. Ovid lived in the time of Augustus but he did not get along well with Augustus. In fact, Augustus exiled Ovid to a bleak town on the Black Sea in what is now Rumania. Have Rumania located on the map. Introduce the motto Credula res, etc., in the usual way. You may wish to write the English meaning on the chalkboard.

3. Ask the children what they remember about Vergil. Have Vergil identified as a contemporary of Ovid and a friend of Augustus. You might draw a globe with a heart on top of it. Then say the motto Amor vincit omnia and ask the children to guess its meaning. Teach the motto in the usual way.

4. Put the following names on the chalkboard and ask the children to identify each one: Ovid, Rumania, Augustus, Vergil.

LECTIO 18 (UNIT REVIEW)

Specific Objective

To review the following Latin utterances presented in this Unit:

Quis est?

Rex Midas est.

Quis est?

Pan est.

Quis est?

Oedipus est.

Quis est?

Animal ferox est.

Quid est?

Leo est.

Quid est?

Arbor est.

Quid agit Midas?

Midas omnia in aurum convertit.

Quid agunt Pan et Apollo?

Pan et Apollo musicam faciunt.

Quando omnia in aurum convertuntur?

Quando Midas ea tangit.

Cur lacrimat puella?

Lacrimat quod puer mortuus est.

Qualis vir est Tantalus?

Tantalus est vir malus.

Quid videt oculis?

Nihil videt oculis.

Quis puerum caedit?

Animal ferox puerum caedit.

Videtisne regem? Regem video.

Videtisne aurum? Aurum video.

Videtisne aures asini? Aures asini video.

Videtisne virum? Virum video.

Videtisne virum jactantem pomum? Virum jactantem pomum video.

Videtisne leonem? Leonem video.

Videtisne arborem? Arborem video.

Videtisne puellam? Puellam video.

Videtisne puerum? Puerum video.

Videtisne virum malum? Virum malum video.

Videtisne animal ferox? Animal ferox video.

Habetne Midas aures asini? Ita, Midas aures asini habet.

Estne Tantalus vir bonus? Minime, Tantalus non est vir bonus.

Credula res amor est.

Omnia vincit amor.

Cantemus carmen "Attonitus novitate".

Attonitus novitate
mali, divesque
miserque, effugere
optat opes,
effugere optat opes,
effugere optat,
effugere optat opes,
effugere optat.

Activities

1. Sing through "Attonitus novitate" several times with the class.

2. Use most of the class period to play "Right Reply". See Lectio 19 of Unit I for details on this game. The teacher may wish to restrict the game to the utterances found in the Specific Objectives of this Lectio.

LECTIO 19 (UNIT REVIEW)

Specific Objective

To review the following English derivatives presented in this Unit: auriferous, Au, convert, conversion, convertible, tangible, tangent, tactile, aural, auricular, ejaculation, eject, project, inject, dejected, reject, conjecture, virile, virility, Leo, leonine, leopard, Arbor Day, arboretum, arboreous, arboriculture, lacrimal, lachrymose, mortuary, mortician, mortal, mortgage, tantalize, bonus, bona fide, bon voyage, bonbon, malformed, malefactor, malevolent, malice, Oedipus complex, oculist, ocular, annihilate, nihilist, ferocious, ferocity, suicide, matricide, patricide, fratricide, regicide, urbicide, an Adonis.

Activities

1. Tell the children that they are going to review the new English words that they have been learning. Have the group echo chorally the derivatives listed in the Specific Objectives of this Lectio.

2. Play the "Optime!" game on these derivatives for most of the class period. See Lectio 14 of Unit I for details on this game. Ask questions about the etymologies and meanings of the English derivatives.

3. Close the class with the choral echoing of all the derivatives listed in the Specific Objectives of this Lectio.

LECTIO 20 (UNIT REVIEW)

Specific Objective

To review important information on the myths presented in this Unit.

Activities

1. Tell the children that they are going to review some of the things they have learned about the myths in nature. Ask the following questions:

   a. Who was Midas?

   b. What was Midas' wish?

   c. Why was Midas unhappy with his golden touch?

   d. Did Midas like Apollo's music better than Pan's?

   e. What was Midas' punishment for his poor musical taste?

   f. How did Hippomenes get Atalanta to marry him?

   g. Why were Hippomenes and Atalanta changed into lions?

   h. How did Pyramus and Thisbe talk to each other?

   i. Why did Pyramus commit suicide?

j. Who were Romeo and Juliet?

k. Why did Oedipus blind himself?

l. Whom did Oedipus marry? Whom did he murder?

m. How was Adonis killed?

n. Who mourned for Adonis?

o. How did the gods punish Tantalus?

2. Play the "Quis sum?" game. See Lectio 21 of Unit I for details on this game. Possible persons to be identified are: Midas, Pan, Apollo, Hippomenes, Atalanta, Pyramus, Thisbe, Oedipus, Adonis, Venus, Tantalus.

3. If time allows show the filmstrip on Atalanta quickly, omitting comments as much as possible.

4. You may wish to invite the children to write a short composition on their favorite myth covered in this Unit.

UNIT VI
THE GREAT HEROES

AN OVERVIEW OF THE MATERIAL TO BE TAUGHT IN THIS UNIT

1. **The stories of Perseus, Hercules, Jason, and Theseus.**

2. **Latin utterances connected with these stories.**

3. **English derivatives connected with the Latin utterances presented.**

LECTIO 1

Specific Objectives

1. To acquaint the children with the importance of heroes to the ancient people.

2. To introduce the story of Perseus.

Activities

1. Put the following names on the chalkboard:

   Spiderman
   Aquaman
   Tarzan
   Superman
   The Lone Ranger
   Batman and Robin

   Ask the children to indicate whether they've ever heard of each name by raising their hands as you point to each. Ask the children if these heroes really existed.

2. Tell the children that the ancient Greeks and Romans had their heroes. They enjoyed telling stories about these heroes. Some of these heroes - about whom we will study in the Unit - were Perseus, Hercules, Jason, and Theseus. We enjoy stories about some of their heroes even today. Ask how many children have ever seen a Hercules movie on television.

3. Ask the children if the Romans had movies, television shows, and comic books about their heroes. Tell them that the stories about their heroes were often handed down by word of mouth. The pater might gather his family around him after supper and tell or read a story about Hercules or Perseus or one of the others. Marcus and Julia never heard of television, movies or comic books.

4. Tell the children that today they will begin to learn about Perseus. Perseus was the son of a mortal woman and Jupiter. He lived on earth, however, with his mother and with a great king. The great king wanted to marry Perseus' mother and to find some way to get rid of Perseus. One day the great king sent Perseus to bring back the head of Medusa. Medusa was an ugly monster with snaky hair. If you looked at her face you turned to stone.

Hold up Visual Cue 42, a picture of Medusa. Tell the children that the next time they will learn about Perseus' encounter with Medusa.

LECTIO 2

Specific Objectives

1. To introduce the following Latin dialogue:

Quid est?	What is this?
Caput Medusae est.	This is the head of Medusa.
Quorum auxilium petivit Perseus?	Whose help did Perseus seek?
Auxilium Minervae petivit.	He asked for Minerva's help.
Auxilium Mercurii petivit.	He asked for Mercury's help.

2. To recapitulate and continue the story of Perseus.

3. To review the importance of heroes to the ancients.

Activities

1. Hold up Visual Cue 42, a picture of Medusa. Ask the children what this monster was called and what happened to people who looked directly in her face. Remind the children that Perseus had been assigned the job of bringing Medusa's snaky head back to the great king. Explain that Perseus realized that he needed help. He went to get help from Minerva and Mercury. Ask the children to identify these deities. Minerva gave him her highly polished shield and instructed him to avoid looking directly at Medusa, and - instead - to look at Medusa's reflection in the shield. Mercury offered to fly Perseus to a place where he could get some magic gifts he needed to overcome Medusa. Show the children Visual Cue 43, a picture of Perseus talking with Minerva and Mercury.

2. Introduce the new Latin dialogue in the usual way using Visual Cues 42 and 43.

3. Ask the following questions:

   a. Did the ancient people have heroes comparable to Superman, Tarzan, and the Lone Ranger?

b. Did the Romans learn about their heroes from television, movies, and comic books?

c. Name some of the important heroes of the ancients.

d. Do we still enjoy stories about some of the heroes of the ancients?

e. Who was Perseus' father?

f. Who was Medusa?

4. Finish class by a review of the new dialogue.

LECTIO 3

Specific Objectives

1. To introduce the following English derivatives: quid pro quo, quid, quorum, petition, petitioner, auxiliary.

2. To continue the story of Perseus.

3. To review the Latin dialogue presented in the previous Lectio.

Activities

1. Using Visual Cues 42 and 43, elicit the Latin dialogue presented in the previous Lectio.

2. Approach the following derivative chart in the usual fashion:

ENGLISH WORD	LATIN ROOT	MEANING OF THE ENGLISH WORD
quid pro quo	quid "what"	tit for tat
quid	quid "what"	British slang for a certain amount of money
quorum	quorum "of whom"	the number needed to conduct business
petition	petivit "ask for"	a formal request seeking something

ENGLISH WORD	LATIN ROOT	MEANING OF THE ENGLISH WORD
petitioner	petivit "ask for"	one who seeks something
auxiliary	auxilium "help"	helping

3. Ask the children to explain the following sentences:

   a. The giving of presents on Christmas is often on a quid pro quo basis.

   b. The Englishman in the movie said he wouldn't give a quid for the automobile.

   c. Congress did not have a quorum.

   d. He signed a petition.

   e. The Board of Education building was filled with petitioners.

   f. The school had an auxiliary secretary.

4. Have the children echo the derivatives chorally and individually.

5. Pull up a chair. Tell the children that time is short but you want to tell them more of the story of Perseus. Perseus had asked Minerva's help and Mercury's help. Minerva had given him her mirror-like shield so that he could avoid looking directly at Medusa. Mercury took Perseus to a distant land where he received three gifts: winged sandals so that he could fly; a pouch in which to carry Medusa's head; a magic cap which made him invisible. Perseus flew to Medusa's island home. Tell the children in a suspenseful tone of voice that the next time they will hear what happened to Perseus.

LECTIO 4

Specific Objectives

1. To complete the story of Perseus.

2. To introduce the following Latin dialogue:

Quid clamat puella?	What is the girl shouting?
"Me serva! me serva!"	"Save me; save me!"
Ubi est puella?	Where is the girl?
Puella est in insula.	The girl is on an island.
Quid agit Perseus?	What is Perseus doing?
Perseus puellam servat.	Perseus is saving the girl.

Activities

1. Remind the children that Perseus had flown to Medusa's island. With Minerva's shield in his hand so that he would avoid looking at Medusa, Perseus cut off the monster's head and slipped it into the pouch he had been given. Because he was wearing the magic cap that made him invisible Medusa did not see him coming. On his way home Perseus rescued the girl Andromeda who had been chained to a rock because of Neptune's anger with her family. A sea monster was about to attack her. Perseus killed the monster. Later Perseus married Andromeda. Perseus kept the head of Medusa and occasionally used it to turn wicked people into stone. When Andromeda died, Perseus arranged - through his father Jupiter - to make her into a constellation. Perseus himself became a constellation.

2. Using Visual Cue 44, a picture of Perseus flying near an island with Andromeda tied to the rocks, teach the new dialogue in the usual fashion.

3. Ask the following questions:

   a. Why couldn't Perseus look at Medusa directly?

   b. How did he manage to sneak up on Medusa?

   c. What did he do with Medusa's head?

   d. Why was Andromeda tied to the rocks on an island?

   e. Who rescued her?

   f. Who married Andromeda?

   g. What did Perseus arrange after Andromeda died?

4. Close class with a review of the new dialogue.

LECTIO 5

Specific Objective

To introduce the following English derivatives from recently learned Latin utterances: preserve, preservative, conserve, conservative, peninsula, insular, insulate, insulin, a Medusa.

Activities

1. Approach the following derivative chart in the usual fashion:

ENGLISH WORD	LATIN ROOT	MEANING OF THE ENGLISH WORD
preserve	serva "save"	to save, to maintain, to keep in good shape
preservative	serva "save"	something that prevents spoilage
conserve	serva "save"	to preserve, to keep, to save
conservative	serva "save"	one who wants to keep things as they are
peninsula	insula "island"	a body of land that is almost an island
insular	insula "island"	of an island
insulate	insula "island"	to cut off from, to separate
insulin	insula "island"	a medicine for diabetes produced in island-like structures in human or animal bodies
a Medusa	Medusa	a very ugly woman

2. Ask the children to explain the following sentences:

   a. Paint preserves wood.

   b. Most bread contains preservatives.

   c. The runner conserved his energy at the beginning of the race.

   d. The senator was a conservative.

   e. Cape May is a peninsula.

   f. The British are insular people.

   g. The house was insulated from cold and heat.

   h. The diabetic patient took insulin.

   i. The girl was a real Medusa.

3. Have the children echo the derivatives chorally and individually.

4. Ask the children if the following statements are true or false:

   a. A very beautiful girl is called a Medusa.

   b. A conservative wants to make radical or big changes in things.

   c. A house cannot be insulated.

   d. Philadelphia is a peninsula.

   e. Insulin is a kind of candy.

   f. Leaving lights on helps conserve electricity.

   g. Most Africans can be described as insular people.

   h. No foods have preservatives added.

   i. A refrigerator does not help preserve food.

LECTIO 6

Specific Objectives

1. To introduce the story of the birth of Hercules.

2. To introduce the following Latin dialogue:

Hercule nato, quid egit Juno?	When Hercules was born what did Juno do?
Serpentes misit.	She sent snakes.
Quid egit infans Hercules?	What did the infant Hercules do?
Manibus serpentes prehensit.	He seized the snakes with his hands.

Activities

1. Ask the children how many ever saw a Hercules movie on TV or at the movies. Tell them that beginning with today they are going to learn more about Hercules.

2. Put the following names on the chalkboard: Jupiter, Perseus, Juno. Tell the children that Hercules was the child of Jupiter and a woman descended from Perseus. Juno, Jupiter's wife, hated Hercules from the day he was born because the boy reminded her of her husband's disloyalty. She hated this child so much that she tried to destroy it soon after it was born. One night the baby Hercules was sleeping in his cradle. Juno sent two huge snakes to attack and kill the boy. Juno was sometimes very harsh and cruel. Hercules woke up when he heard the hissing of the snakes. He got out of the cradle. He grabbed the snakes by their necks. Even as a baby he possessed great strength. The fact that mighty Jupiter was his father made him strong. He strangled the snakes. Show Visual Cue 45, a picture of baby Hercules seizing the serpents.

   Be sure to tell this story in as dramatic a way as possible. With appropriate gestures and sound effects emphasize the soundness of the baby Hercules' sleep. Do some hissing as the snakes approach. Perhaps have the children hiss. Pretend to seize the serpents yourself as you are telling about Hercules doing it. The children might pretend to seize the serpents.

3. Approach the new Latin dialogue in the usual fashion using Visual Cue 45.

4. Ask the following questions:

   a. Who was Hercules' father?

   b. Who was his mother?

   c. Why did Juno hate Hercules?

   d. How did Juno try to destroy the baby Hercules?

   e. Why was the baby Hercules able to kill the snakes?

5. Finish class by going through the new dialogue.

LECTIO 7

Specific Objectives

1. To review the Latin dialogue presented in the preceding Lectio.

2. To introduce the following English derivatives: nativity, natal, prenatal, postnatal, serpent, serpentine, infantile, infant, manual, manipulate, prehensile, comprehend, apprehend, missionary, transmission, emission.

Activities

1. Using Visual Cue 45 review the Latin dialogue presented in the preceding Lectio.

2. Approach the following derivative chart in the usual fashion:

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
nativity	nato "born"	birth
natal	nato "born"	pertaining to birth
prenatal	nato "born"	before birth
postnatal	nato "born"	after birth

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
serpent	serpentes "snakes"	snake
serpentine	serpentes "snakes"	snake-like, winding
infantile	infans "infant"	childish, baby-like
infant	infans "infant"	baby
manual	manibus "with his hands"	a handbook
manipulate	manibus "with his hands"	to handle, to manage
prehensile	prehensit "seized"	grasping
comprehend	prehensit "seized"	to understand
apprehend	prehensit "seized"	to take into custody
missionary	misit "sent"	someone sent to convert people
transmission	misit "sent"	sending something across
emission	misit "sent"	sending something out

3. Ask the children to explain each of the following sentences:

   a. Christmas commemorates the nativity of Christ.

   b. He celebrated his natal day with a party.

   c. The doctor explained the need for proper prenatal and postnatal care to the expectant mother.

   d. He saw serpents in the zoo.

   e. The street was long and serpentine.

   f. The class behaved in an infantile fashion.

   g. The store sold products for infants.

   h. He read the manual on fixing televisions.

i. He manipulated the numbers with great ease.

j. Monkeys have prehensile tails.

k. He did not comprehend the question.

l. The policeman apprehended the robber.

m. The minister was a missionary in India.

n. Radio transmission was interrupted.

o. The emission of heat from the radiator stopped.

4. Have the children echo the new derivatives chorally and individually.

LECTIO 8

Specific Objectives

1. To describe Hercules' education.

2. To introduce the following Latin dialogue:

Qua in arte Hercules erudiebatur?	In what art was Hercules trained?
In musica erudiebatur.	He was trained in music.
Huic arti diligenter an non diligenter studebat?	Did he attend to this art diligently or not?
Non diligenter studebat.	He did not attend to it carefully.

Activities

1. Ask the children the following questions. You may wish to have the children answer by a show of hands or by calling out:

a. Do you like to swim?

b. Do you like to wrestle?

c. Do you like to recite poetry?

d. Do you play a musical instrument?

e. Did you ever ride a horse or pony?

Tell the children that these were some of the things that Hercules did as a boy. Hercules liked wrestling, riding, and swimming. He hated poetry and music. He had a violent temper and this temper stayed with him throughout his life. Show Visual Cue 46, a picture of the boy Hercules taking music lessons. One day Hercules got very angry at his music teacher. He took his lyre and with all his strength struck the head of his teacher. The teacher was knocked unconscious and later died. After this incident no one wanted to become Hercules' music teacher.

2. Introduce the new Latin dialogue in the usual fashion using Visual Cue 46.

3. Ask the children if they think that Hercules was justified in hitting his music teacher. Ask them if violence is ever justified. Ask them if what Hercules did was worse than a policeman shooting a thief or a soldier shooting an enemy soldier or a gang member hurting someone in another gang.

4. Go through the new dialogue again.

LECTIO 9

Specific Objectives

1. To introduce the following English derivatives: artisan, artistic, artistry, erudite, erudition, diligence, diligently, studious, studiousness.

2. To review the Latin dialogue presented in the previous Lectio.

Activities

1. Using Visual Cue 46, go through the dialogue presented in the preceding Lectio. You may wish to invite children to assume the role of the teacher.

2. Approach the following derivative chart in the usual way:

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
artisan	arte "art"	one skilled in industrial art
artistic	arte "art"	admirable, beautiful
artistry	arte "art"	good workmanship or quality
erudite	erudiebatur "was trained"	learned
erudition	erudiebatur "was trained"	learning
diligence	diligenter "carefully"	carefulness
diligently	diligenter "carefully"	carefully
studious	studebat "did attend"	fond of study
studiousness	studebat "did attend"	fondness for or devotion to study

3. Ask the following questions:

   a. Would a person who studied for several hours each night be called studious?

   b. Would a good bricklayer be called an artisan?

   c. Would a bookworm be likely to be an erudite person?

   d. Do you acquire erudition in school?

   e. Would a boy who worked for hours and hours building a model airplane with great care be showing diligence?

   f. Would an artistic arrangement of furniture be an attractive and beautiful arrangement?

   g. Are studiousness and diligence usually considered to be good qualities?

   h. Would a beautiful painting show great artistry?

4. Ask the children to explain each sentence.

   a. He was studious and erudite.

   b. She was artistic and diligent.

   c. He was an artisan.

   d. The teacher had much erudition.

   e. The furniture arrangement showed artistry.

   f. The boy lacked diligence.

5. Have the children echo the derivatives chorally and individually.

LECTIO 10

Specific Objectives

1. To introduce the story of Hercules' madness and the killing of his children.

2. To introduce the following Latin dialogue:

Cur Hercules ad oraculum ivit?	Why did Hercules go to the oracle?
Quod crimen expiare desiderabat.	Because he desired to make up for his crime.
Quid imperavit oraculum?	What did the oracle command?
1. Ad regem ire.	1. To go to the king.
2. Omnia jussa facere.	2. To do all things commanded.

Activities

1. Tell the children that Juno continued to hate Hercules. After Hercules married and had children, Juno caused him to go mad. He killed all his children with his own hand. Later he recovered from his madness and wanted to make up for his crime.

2. Ask a child to locate Delphi on the map. Tell the children that Hercules went to Delphi. Ask the children what was at Delphi. Remind them - if necessary - that Delphi was a great shrine to Apollo in the mountain country of Greece. Have them echo the term Delphi. Mention that here the priestess of Apollo lived. This priestess claimed to be able to talk to Apollo and the gods. Hercules asked this priestess or oracle what he should do to make amends for killing his own children. Show Visual Cue 47, Hercules consulting the oracle at Delphi. The oracle spoke in a kind of gibberish that no one understood. Her assistants interpreted the gibberish in a kind of poem that we might translate into English this way:

> Travel by land or travel by sea!
> Go to the city; there is the Key.
> There is an old man, the king awaits.
> It's the will of the gods and the will of the Fates.
> You are to do whatever he asks,
> and he will make you perform twelve tasks.
> When these labors are done, you guilt will be
> washed away, and you will be free.
> The gods have spoken; your duty is clear.
> Go to the old man, and have no fear.

Invite the children to echo this poem line by line as you read it.

3. Introduce the new Latin dialogue in the usual fashion using Visual Cue 47. It will probably be necessary to explain the meaning of this dialogue in English. When asking Quid imperavit oraculum? hold up two fingers to indicate that there are two parts to the answer.

4. Ask the following questions:

   a. What important goddess hated Hercules?

   b. Who caused Hercules to go mad?

   c. What did Hercules do while he was insane?

   d. Was Hercules really to blame for the death of his children?

   e. Why did Hercules go to Delphi?

   f. What did the oracle of Delphi advise?

5. Go through the new Latin dialogue again.

LECTIO 11

Specific Objectives

1. To review the new Latin dialogue presented in the previous Lectio.

2. To introduce the following English derivatives from the dialogue: oracular, oracle, expiate, expiation, desirable, desideratum, imperative, emperor, omnibus, omnivorous, omnipresent, omnipotent.

Activities

1. Using Visual Cue 47, go through the Latin dialogue presented in the previous Lectio.

2. Approach the following derivative chart in the usual fashion:

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
oracular	oraculum "oracle"	inspired; foretelling the future
oracle	oraculum "oracle"	an agent or medium giving advice or foretelling the future
expiate	expiare "to make up for"	to make amends for
expiation	expiare "to make up for"	making amends
desirable	desiderabat "desired"	pleasing, fine
desideratum	desiderabat "desired"	something wanted or needed
imperative	imperavit "commanded"	a command
emperor	imperavit "commanded"	a type of ruler

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
omnibus	omnia "all things"	a bus
omnivorous	omnia "all things"	eating all things
omnipresent	omnia "all things"	present everywhere
omnipotent	omnia "all things"	all powerful

3. Have the children echo each derivative chorally several times.

4. Ask the children to explain each of the following sentences:

   a. Air is omnipresent.

   b. The United States is not omnipotent.

   c. Earthworms are omnivorous.

   d. People in Nigeria sometimes speak of riding an omnibus.

   e. For many centuries the Romans had an emperor.

   f. He spoke in imperatives.

   g. Food is a desideratum.

   h. Traveling in Africa is desirable.

   i. He wanted to expiate his crime.

   j. Expiation can be a good thing.

   k. His statement was oracular.

   l. The gypsy claimed to be an oracle.

5. Ask the following questions:

   a. Are there many things that are omnipresent and omnipotent?

   b. Are cats omnivorous?

c. Can a person ride an omnibus?

d. Does the United States have an emperor?

e. Are imperatives the same as orders?

f. Is meat supposed to be a desirable food?

g. Is rock-and-roll considered by many to be a desideratum?

h. Would being extra kind to a person you had injured be an example of expiation?

i. Is it considered desirable to expiate a crime or fault?

j. Do fortunetellers make oracular statements?

k. What was the oracle at Delphi?

LECTIO 12

Specific Objectives

1. To introduce the story of Hercules' fight with the lion and the Hydra.

2. To introduce the following Latin dialogue:

Leone mortuo, quid egit Hercules?	When the lion was dead what did Hercules do?
Pellem leonis pro veste gerebat.	He wore the skin of the lion as a garment.
Quid fuit Hydra?	What was the Hydra?
Fuit monstrum novem capitibus.	It was a monster with nine heads.
Numerate capita.	Count the heads.
Unus, duo, tres, quattuor, quinque, sex, septem, octo, novem.	One, two, three, four, five, six, seven, eight, nine.

Activities

1. Remind the children that the oracle of Delphi had sent Hercules to see an old king who was to give him twelve tasks or labors to perform. Through these tasks or labors Hercules was to have all guilt washed away. The old king assigned Hercules to kill a mighty lion. This particular lion had such thick skin that arrows could not pierce it. Hercules had to strangle the lion with his bare hands. He skinned the lion and wore the skin for a garment. The lion skin became a kind of trademark for Hercules. After Hercules killed the lion he had to kill a monster called the Hydra. The Hydra had nine heads. Whenever one head was cut off a new one grew in its place. Finally Hercules used a torch to burn each neck as he cut each head off. Show Visual Cue 48, a picture of Hercules wearing a lion's skin and fighting the nine-headed Hydra. Point out the lion's skin and the Hydra.

2. Introduce the new Latin dialogue in the usual fashion. Use Visual Cue 47. In introducing the response to Numerate capita, point to each head as you count. In connection with the counting the teacher may wish to review the song "Unus, duo, tres, Romani" given in Unit 6 of the fifth grade curriculum.

3. Ask the following questions:

   a. Why did Hercules go to see the old king?

   b. What was the first labor Hercules was given?

   c. What did Hercules do with the lion's skin?

   d. What happened whenever Hercules cut off a head from the Hydra?

   e. How did he finally kill the Hydra?

4. Go through the new Latin dialogue again.

LECTIO 13

Specific Objectives

1. To introduce or review the following English derivatives: pelt, pellicle, hydra, unify, unite, duo, dual, triple, trio, quartet, quintet, sextet, September, octopus, November, decimal.

2. To introduce or review the following cardinal numbers and Roman numerals:

x	decem	xvi	sedecim
xi	undecim	xvii	septendecim
xii	duodecim	xviii	duodeviginti
xiii	tredecim	xix	undeviginti
xiv	quattuordecim	xx	viginti
xv	quindecim		

3. To review the Latin dialogue presented in the preceding Lectio.

Activities

1. Using Visual Cue 48, go through the dialogue presented in the preceding Lectio.

2. Without using English have the Roman numerals from unus to novem put on the board. Have the children count from unus to novem in Latin as you point to each numeral. Then continue to list the Roman numerals on the board up to XX. while pointing to the appropriate numeral, say the cardinal number. Have the children echo. Have the children count in Latin from unus to viginti several times. Vary the pace from very slow to very fast.

3. Ask the children to explain the meaning of each of the following derivatives from the cardinal numbers: unify, unite, duo, dual, triple, trio, quartet, quintet, sextet, September, octopus, November, decimal. These derivatives were presented in the fifth grade curriculum. The teacher may wish to expand this list of derivatives.

4. Approach the following derivative chart in the usual fashion:

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
pelt	pellem "skin"	animal skin
pellicle	pellem "skin"	a membrane, piece of thin skin
hydra	hydra	a small ocean animal, a persistent evil

5. Ask the children to explain each of the following sentences:

   a. She wore a beaver pelt.

   b. The doctor said that the pellicle was broken.

   c. The skindiver collected hydras.

   d. He wanted to unite the people.

   e. He wanted to unify the country.

   f. Batman and Robin are the dynamic duo.

   g. It was a dual problem.

   h. He hit a triple.

   i. Trios, quartets, quintets, and sextets are popular.

   j. He looked at the octopus.

   k. The metric system is a decimal system.

LECTIO 14

Specific Objectives

1. To introduce the following Latin utterances:

Quot sunt unus et duo?	How much are one and two?
Unus et duo sunt tres.	One and two are three.
Quot sunt duo et tres?	How much are two and three?
Duo et tres sunt quinque.	Two are three are five.
Quot sunt quattuor et quinque?	How much are four and five?
Quattuor et quinque sunt novem.	Four and five are nine.
Quot sunt sex et septem?	How much are six and seven?

Sex et septem sunt tredecim.	Six and seven are thirteen.
Quot sunt quattuordecim et quattuor?	How much are fourteen and four?
Quattuor decim et quattuor sunt duodeviginti.	Fourteen and four are eighteen.

2. To review the cardinal numbers from unus to viginti.

3. To review the expression Dicite haec post me ("Say this after me").

4. To introduce the following expression:

Numerate boves.	Count the cattle.

Activities

1. Begin class by saying Dicite haec post me, and counting from unus to viginti with the children echoing each numeral. Repeat this process several times varying the speed. Then have the children count without prompting.

2. Tell the children that they will now try some addition problems in Latin. Introduce the Quot sunt, etc. problems from the Specific Objectives of this Lectio. Supply answers as needed. You may wish to introduce additional problems.

3. Show the children Visual Cue 49, Hercules in the Augean Stables with 20 cattle standing by. Explain that one of Hercules' labors was to clean the Augean Stables or Stables of King Augeas in one day. These Augean Stables had not been cleaned in years. Thousands of cattle lived in them. To clean them Hercules diverted two great rivers through them. The flood washed out the filth in no time at all. Tell the children that we sometimes refer to a difficult cleaning job as Augean Stables. Tell the children that they will now count the cattle in the picture, though they should remember that in reality there were thousands of cattle in the Augean Stables. Say Numerate boves and have the children count from unus to viginti.

LECTIO 15

Specific Objectives

1. To introduce the story of the Amazons and Hippolyta's belt.

2. To introduce the following Latin dialogue:

Quales Amazones fuerunt?	What kind of people were the Amazons?
Amazons fuerunt feminae fortes et audaces.	The Amazons were brave and bold women.
De quo pugnabat Hercules?	Over what was Hercules fighting?
De balteo reginae.	Over the queen's belt.

Activities

1. Ask the children if they ever heard of the Amazons. Ask if they ever heard of the Amazon River. Ask a child to locate this river on a map if one is available. Explain that the Amazons were a mighty race of warrior women. Their queen was Hippolyta. Have the children echo this name. Mention that the Amazon River was so named because the early explorers thought that the wild Indian women who lived near it were the Amazons that the Romans told about in their myths. Tell the children that one of Hercules' labors was to bring back the belt of Hippolyta, queen of the Amazons. When Hercules arrived Hippolyta met him kindly and said she would give him the belt. Juno stirred up trouble. She made the Amazons think that Hercules was an enemy. In order to get Hippolyta's belt Hercules had to fight fiercely with the Amazons. Show Visual Cue 50, a picture of Hercules fighting the Amazons.

2. Introduce the new Latin dialogue in the usual way. Use Visual Cue 50.

3. Ask the following questions:

   a. Who were the Amazons?

   b. Why is the Amazon River so called?

   c. Where is the Amazon River?

d. What did Hercules want from the Amazons?

e. What did Juno do in this story?

f. Was Hercules right in fighting the Amazons?

4. Go through the new Latin dialogue.

LECTIO 16

Specific Objectives

1. To introduce the following English derivatives: fortitude, forte, audacious, audacity, pugilism, pugilist, fortify, fortissimo, fortress.

2. To review the Latin dialogue presented in the preceding Lectio.

Activities

1. Using Visual Cue 50, go through the Latin dialogue presented in the preceding Lectio.

2. Approach the following derivative chart in the usual fashion:

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
fortitude	fortes "strong"	strength
forte	fortes "strong"	strong point
audacious	audaces "bold"	bold
audacity	audaces "bold"	boldness
pugilism	pugnabat "was fighting"	boxing
pugilist	pugnabat "was fighting"	boxer
fortify	fortes "strong"	make strong

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
fortissimo	fortes "strong"	musical term for very loud
fortress	fortes "strong"	an armed place, a strong place

3. Ask the children the following questions:

   a. Is arithmetic your forte in school?

   b. Is rock-and-roll music usually played fortissimo?

   c. Does a vaccination fortify you against disease?

   d. Does Hercules frequently show fortitude?

   e. Is Hercules an audacious person?

   f. Would a pupil show audacity if he came to school dressed like a giraffe?

   g. Is pugilism a favorite American sport?

   h. Is Mohammed Ali a great pugilist?

   i. Is a school a kind of fortress against ignorance?

4. Ask the children to explain each sentence:

   a. Pittsburgh was orginally a fortress town.

   b. Most boys in this class are not pugilists.

   c. Many girls think that pugilism is boring.

   d. Audacity can be a good quality.

   e. Audacious people frequently show great fortitude.

   f. It would be difficult to fortify a city the size of Philadelphia.

g. Some piano music is played fortissimo.

h. Spelling was not his forte.

LECTIO 17

Specific Objectives

1. To review the story of Atlas.

2. To review the origins and uses of the following terms: atlas, Atlas, Atlantic Ocean, Atlantis, atlas bone, Atlas Mountains.

3. To introduce the following Latin dialogue:

Ubi Atlas hodie stat?	Where does Atlas stand today?
Atlas hodie in Africa stat.	Atlas stands in Africa today.
Quid est Atlas hodie in Africa?	What is Atlas today in Africa?
Hodie in Africa Atlas est collectio montium.	Today in Africa Atlas is a collection of mountains.

Activities

1. Ask a child to locate Africa on the map. Ask a child to locate the Atlas Mountains in northern Africa. Ask if any child can explain how these mountains got to be there. You are looking, of course, for the story of Hercules' quest for the golden apples which was introduced in Unit 8 of the fifth grade course. Hercules had been ordered to bring back these golden apples. Atlas, whose job it was to hold up the sky, agreed to help get these apples from his daughters. Hercules took over the job of holding up the sky. When Atlas returned to Africa - which is where he stood while holding up the sky - he refused to take the sky back from Hercules. Finally Hercules asked Atlas to take the sky back for just a moment so that Hercules could put a pad on his shoulder to ease the pressure. Atlas did so. Hercules picked up the apples and left Atlas holding the sky. Later on Atlas angered Perseus. Perseus used Medusa's head to turn Atlas into stone. Atlas remains to this day a mountain chain in northern Africa. Show the children Visual Cue 51, an outline map of Africa with the Atlas Mountains prominent.

2. Using Visual Cue 51, introduce the new Latin dialogue.

3. Tell the children that they will now review some terms that come to us from Atlas' name. Approach the following derivative chart in the usual fashion:

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
atlas	Atlas	a book of maps
Atlas	Atlas	a very strong man
Atlantic Ocean	Atlas	the ocean bordering on Western Africa
Atlantis	Atlas	the "lost" continent supposedly under the Atlantic Ocean
atlas bone	Atlas	a bone in the neck
Atlas Mountains	Atlas	mountains in northern Africa

LECTIO 18

Specific Objectives

1. To introduce the story of Cerberus.

2. To introduce the following Latin dialogue:

Quid fuit Cerberus?	What was Cerberus?
Cerberus fuit canis specie horribili.	Cerberus was a dog of horrible appearance.
Quo Hercules canem portavit?	Where did Hercules bring the dog?
In lucem.	Into daylight.

3. To explain the term Pillars of Hercules.

Activities

1. Explain to the children that Hercules had many adventures connected with his labors. We don't have time to go through all of these. Sometimes he did things that proved very important later on. For example he placed large stone columns on both sides of the strait separating Europe and Africa. He put these columns up as a kind of memorial to his trip. Sometimes even today these columns are called the Pillars of Hercules. The more common name is Gibraltar. Ask a child to locate the Pillars of Hercules on the map.

2. Mention that Hercules' last labor was to bring back Cerberus, the three-headed dog that lived in Hades, Pluto's kingdom. Hercules went down into Pluto's kingdom through a cave. The old ferry man, Charon, took him across the river Styx. Ask the children if they know what a ferry is. Ask if they have ever ridden a ferry. Explain that Hercules asked Pluto's permission to take Cerberus out of Hades. It was very hard for Hercules to drag Cerberus out of Hades but he managed to do it.

3. Introduce the new Latin dialogue in the usual fashion. Use Visual Cue 52, a picture of Hercules carrying Cerberus.

4. Ask the following questions:

   a. Where are the Pillars of Hercules?

   b. Why did Hercules build these?

   c. What was Hercules' last labor?

   d. Who was Charon?

   e. What is a ferry?

   f. How did Hercules get Cerberus out of Hades?

5. Go through the new Latin dialogue again.

LECTIO 19

Specific Objectives

1. To introduce the story of Hercules' departure from earth.

2. To introduce the following song from Seneca:

Virtus in astra tendit in mortem timor.	Valor leads to the stars. Fear leads to death.
Virtus in astra tendit in mor- tem timor.	Valor leads to the stars. Fear leads to death.
Praesens ab astris, mater, cano.	Mother, at your side from the stars I sing.
Praesens ab astris, mater, cano.	Mother, at your side from the stars I sing.

Activities

1. Tell the children that Hercules had many more adventures. When he was older his wife gave him a robe that caused a fearful pain to seize him. He could not remove the robe. He went to the top of a high mountain and asked Jupiter to take him from earth and relieve him of pain. Jupiter took pity on his son. He had him brought to the sky and made into a constellation. According to some stories Hercules made up with Juno and even married Hebe, Juno's daughter.

2. Explain that, according to Seneca, Hercules sang a song to his mother as he was changing into a constellation. Tell the children that they will now learn the song. Play Tape 6 or sing the song "Virtus in astra tendit" to the tune of "Flow Gently Sweet Afton". Have the children sing. Summarize the meaning of the song in English.

3. Ask a child to tell the story of Hercules' departure from earth.

4. Have the children listen to the new song several times. Have them sing it. Using the direction Dicite haec post me, have the children say the words of the song after you. After the children become fairly familar with the song, introduce it with the direction Cantemus carmen "Virtus in astra tendit".

LECTIO 20

Specific Objectives

1. To review the song "Virtus in astra tendit".

2. To introduce the following English derivatives from recently presented Latin lexical items: canine, canis familiaris, species, specific, translucent, lucid, Lucite, astronomy, asterisk, cantata, cantor.

Activities

1. Begin class by saying Cantemus carmen "Virtus in astra tendit". Have the children sing through this song several times. This song should be sung daily for about two weeks to assure mastery.

2. Approach the following derivative chart in the usual fashion:

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
canine	canis "dog"	of a dog, pertaining to dogs,
canis familiaris	canis "dog"	dog (scientific name)
species	specie "appearance"	a class of individuals a distinctive sort
specific	specie "appearance"	explicit, definite
translucent	lucem "light"	transmitting light
lucid	lucem "light"	clear
Lucite	lucem "light"	a type of paint
astronomy	astris "stars"	the study of the stars
asterisk	astris "stars"	a star-like mark
cantata	cano "I sing"	a choral composition
cantor	cano "I sing"	a singer in a Jewish service

3. Ask the children to explain each of the following sentences:

   a. The police have a canine corps.

   b. The veterinarian specialized in the treatment of canis familiaris.

   c. Animals are classified by species.

   d. The speaker was explicit.

   e. The dish was translucent.

   f. The explanation was not lucid.

   g. He painted with Lucite.

   h. The scientist specialized in astronomy.

   i. There was an asterisk on the page.

   j. He listened to the cantata.

   k. He was the cantor in the synagogue.

LECTIO 21

Specific Objective

To summarize the story of Jason and the Golden Fleece.

Activities

1. Tell the children that today they are going to hear the story of the great hero Jason. The story starts in Thessaly, an area in northern Greece. Have a child locate Greece and Thessaly on the map. Pull up a chair. Explain that long, long ago in Thessaly a man named Pelias expelled his brother from the throne. But the oracle of Delphi warned Pelias that a man with one shoe would come to Thessaly and cause him to lose his kingdom. One day a man named Jason came to Thessaly. He had lost a shoe while crossing a stream. Jason was really the nephew of Pelias. Pelias was frightened when he saw Jason. He decided to send Jason to Colchis, the part of what is now Russia along the Black Sea. Have Colchis, Russia, and

the Black Sea located on the map. Jason built a ship called the Argo to go to Colchis. He was supposed to bring back the Golden Fleece from Colchis. His sailors were called the Argonauts and included such famous heroes as Hercules, Orpheus, and Theseus. The Argonauts had many adventures. For instance, they did battle with Harpies, monsters with the heads of women but the bodies of birds. Mention to the children that even today we call unpleasant women harpies. (You may wish to invite the children to depict harpies in drawings or paintings.) When the Argonauts reached Colchis, a princess named Medea fell in love with Jason and decided to help him get the Golden Fleece. Her father was the king of Colchis. The king of Colchis agreed to let Jason have the Fleece provided he proved his courage by various tasks. For instance, Jason had to sprinkle dragon's teeth in a field. From these teeth armed soldiers sprung. Jason had to fight them singlehanded. Medea helped him in his tasks with various suggestions.

2. Tell the children that before you continue with the story you want to be sure they understand if so far. Put the following terms on the board; have the children echo each and identify each: Pelias, Thessaly, Jason, oracle of Delphi, Colchis, Black Sea, Argo, harpies, Medea.

3. Tell the children that Jason had to steal the Golden Fleece with Medea's help. She charmed the dragon that guarded the Fleece with a magical song. Medea went back to Thessaly and helped Jason overthrow Pelias. Later, Jason got tired of Medea and was very cruel to her. He wanted to marry another princess. Medea arranged to kill the other princess and then to kill her own sons to spite Jason. Then she flew away in a chariot drawn by dragons.

4. Ask the children to draw rough maps locating such places as Thessaly, Greece, the Black Sea, and Colchis. Examine their work.

5. Ask them for their opinions on the story of Jason. Did they like it? Why or why not?

LECTIO 22

Specific Objectives

1. To introduce the story of Theseus.

2. To introduce the following Latin dialogue:

Ad quem locum navigabat Theseus?	To what place was Theseus sailing?
Ad Cretam Theseus navigabat.	Theseus was sailing to Crete.
Ubi est Creta?	Where is Crete?
Creta insula prope Graeciam est.	Crete is an island near Greece.

Activities

1. Tell the children that today they are going to learn about another famous Greek hero, viz., Theseus, the prince of Athens. Have Athens located on the map. Explain that at one time Athens had to pay tribute to Crete, the large island near Greece. Have Crete located on the map. Explain that on Crete there lived a monster called the Minotaur who was half bull and half man. The Minotaur lived in a maze known as the Labyrinth. Explain, if necessary, what a maze is and how people who went into the Labyrinth never came out. Explain that the Minotaur was a "people eater". Athens had to provide it with seven young men and seven young women every year for its menu. Theseus was determined to kill the Minotaur. So he sailed to Crete.

2. Introduce the new Latin dialogue using the map. When asking Ad quem locum navigabat Theseus? move your finger from Athens to Crete.

3. Tell the children that when Theseus reached Crete, Ariadne, a beautiful princess of Crete, fell in love with him and decided to help him kill the Minotaur. Most people who had tried to kill the Minotaur used to get lost in the Labyrinth. Ariadne gave Theseus a spool of thread which he was to unwind as he walked so that he would not get lost in the maze of hallways and passages. Theseus managed to kill the Minotaur and find his way out of the Labyrinth. Mention that we sometimes call a complicated problem a labyrinth.

4. Go through the new Latin dialogue again.

5. Show the study print of Minos' palace from the Historical Reconstructions of Ancient Greece. Comment on and explain it.

6. Ask the following questions:

   a. What was the Minotaur?

   b. What was the Labyrinth?

   c. What did the Minotaur like to eat?

   d. Why did Theseus go to Crete?

   e. Why did Ariadne help Theseus?

   f. Was Theseus right in wanting to kill the Minotaur?

   g. Why did Ariadne give Theseus a spool of thread?

   h. How do we sometimes use the word <u>labyrinth</u>?

LECTIO 23

Specific Objectives

1. To finish the story of Theseus.

2. To introduce the following Latin dialogue:

Quid fuit Minotaurus?	What was the Minotaur?
Minotaurus fuit et homo et taurus.	The Minotaur was both man and bull.
Quid Minotaurus voravit?	What did the Minotaur devour?
Juvenes et virgines.	Young men and women.

Activities

1. Show Visual Cue 53, a picture of the Minotaur getting ready to devour some young men and women. Introduce the new dialogue in the usual fashion.

2. Explain that after Theseus killed the Minotaur he deserted Ariadne. You may wish to tell the story of the mixing up of the white and black sails when he returned to Greece. He was a friend of Hercules. He sailed with Jason on the Argo when Jason was going after the Golden Fleece. Later Theseus married Ariadne's sister who was named Phaedra. Phaedra, however, soon fell in love with Hippolytus, Theseus' son by another marriage. Hippolytus rejected her advances. Phaedra committed suicide because Hippolytus rejected her. She left a note blaming Hippolytus for her death. Soon after her death Hippolytus himself was killed. Theseus' old age was lonely and sad.

3. Put the following names on the chalkboard and ask the children to identify each: Ariadne, Phaedra, Hippolytus, Jason, Hercules.

4. Go through the new Latin dialogue again.

LECTIO 24

Specific Objectives

1. To review the new Latin dialogues presented in Lectiones 21 and 22.

2. To introduce the following English derivatives from the above dialogues: locale, locate, navigate, circumnavigate, navigator, Taurus, toreador, devour, carnivorous, herbivorous, juvenile, juvenescent.

3. To introduce briefly the origin of bullfighting.

Activities

1. Using the map and Visual Cue 53, go through the Latin dialogues presented in Lectiones 21 and 22.

2. Tell the children that they will now discuss some English words from the dialogues they just finished. Approach the following derivative chart in the usual fashion:

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
locale	locum "place"	place
locate	locum "place"	to find a place
navigate	navigabat "was sailing"	to sail
circumnavigate	navigabat "was sailing"	to sail around
navigator	navigabat "was sailing"	sailor
Taurus	taurus "bull"	a constellation shaped like a bull
toreador	taurus "bull"	a bullfighter
devour	voravit "ate"	to eat rapidly
carnivorous	voravit "ate"	meat eating
herbivorous	voravit "ate"	plant eating
juvenile	juvenes "young men"	young
juvenescent	juvenes "young men"	growing young

3. Ask if the following statements are true or false:

   a. Cows are herbivorous animals.

   b. Cats are carnivorous animals.

   c. Tigers devour their food.

   d. Toreadors are seen at bullfights.

   e. Taurus is a constellation.

   f. All pupils in this school are navigators.

   g. Juvenile delinquency means crimes committed by very old people.

   h. A sailor is a navigator.

i. To circumnavigate Africa means to sail around it.

j. To locate Africa means to find it, for instance, on a map.

k. Africa is usually the locale of Tarzan movies.

l. Many old people would like to be juvenescent.

4. Show the study print of the Colosseum from the Historical Reconstructions of Rome. Ask the children to explain how this structure was used. Mention that the bullfights of Spain, southern France, and northern Italy are the modern continuation of the Roman gladiatorial combats. Bullfighting, of course, was taken by the Spaniards to Mexico and other parts of the New World.

5. Have the children echo chorally and individually the new English derivatives presented in this Lectio.

LECTIO 25

Specific Objectives

1. To introduce the following Latin mottoes.

Mens sana in corpore sano. (Juvenalis)	A sound mind in a sound body.
Fortes Fortuna adjuvat. (Terentius)	Fortune helps the brave.

2. To introduce salient information on Juvenal and Terence.

Activities

1. Tell the children that today they will learn two mottoes which heroes such as Perseus, Hercules, Jason, and Theseus would certainly agree were true. The first motto is a kind of summary of the Greek ideal of a healthy mind in a healthy body. Have the children echo Mens sana, etc., several times chorally and individually. Ask them if this motto applies today.

2. Explain that Mens sana, etc., comes from the writings of a man named Juvenal. Juvenal was a Roman poet. He wrote satires. These poems ridiculed the customs, people, and habits of the Roman Empire. Explain that Mens sana, etc., were the very words that Juvenal spoke and wrote almost 2000 years ago. These words are still very famous and often quoted.

3. Tell them that the next quotation means "Fortune (or Luck) favors the brave." Have them echo Fortes Fortuna, etc., several times chorally and individually. Ask the children to explain the motto in their own words. Ask them to comment on its validity.

4. Tell the children that Fortes Fortuna adjuvat comes from a play written by a man named Terence. Terence was a very great author. His plays are read and staged even today. He lived well before the time of Christ. He came to Rome from Africa and was, according to leading authorities, black. Explain that among the things about Roman civilization that we can admire was the absence of racial prejudice. Black and white people lived together in peace. Many great people in the Roman world - including authors and emperors - were black or African. Show the children the study print of the Roman Theater from the Historical Reconstructions of Pompeii. Explain that in antiquity Terence's plays were performed in outdoor theaters such as this. Explain that modern stadiums and outdoor theaters often show Roman architectural influence.

5. Have the children echo the new mottoes several times. Ask again for explanations of their meanings. Ask the children to identify Juvenal and Terence.

LECTIO 26 (UNIT REVIEW)

Specific Objective

To review the following Latin utterances presented in this Unit:

Quid est? Caput Medusae est.

Quorum auxilium petivit Perseus? Auxilium Minervae petivit. Auxilium Mercurii petivit.

Quid clamat puella? "Me serva! Me serva!"

Ubi est puella? Puella est in insula.

Quid agit Perseus? Perseus puellam servat.

Hercule nato, quid egit Juno? Serpentes misit.

Quid egit infans Hercules? Manibus serpentes prehensit.

Qua in arte Hercules erudiebatur? In musica erudiebatur.

Huic arti diligenter an non diligenter studebat? Non diligenter studebat.

Cur Hercules ad oraculum ivit? Quod crimen expiare desiderabat.

Quid imperavit oraculum? Ad regem ire. Omnia jussa facere.

Leone, mortuo, quid egit Hercules? Pellem leonis pro veste gerebat.

Quid fuit Hydra? Fuit monstrum novem capitibus.

Numerate capita: Unus, duo, tres, quattuor, quinque, sex, septem, octo, novem.

Numerate: Decem, undecim, duodecim, tredecim, quattuordecim, quindecim, sedecim, septendecim, duodeviginti, undeviginti, viginti.

Quot sunt unus et duo? Unus et duo sunt tres.

Quot sunt duo et tres? Duo et tres sunt quinque.

Quot sunt quattuor et quinque? Quattuor et quinque sunt novem.

Quot sunt sex et septem? Sex et septem sunt tredecim.

Quot sunt quattuordecim et quattuor? Quattuordecim et quattuor sunt duodeviginti.

Quales Amazones fuerunt? Amazones fuerunt feminae fortes et audaces.

De quo pugnabat Hercules? De balteo reginae.

Ubi Atlas hodie stat? Atlas hodie in Africa stat.

Quid est Atlas hodie in Africa? Hodie in Africa Atlas est collectio montium.

Quid fuit Cerberus? Cerberus fuit canis specie horribili.

Quo Hercules canem portavit? In lucem.

Ad quem locum navigabat Theseus? Ad Cretam Theseus navigabat.

Ubi est Creta? Creta insula prope Graeciam est.

Quid fuit Minotaurus? Minotaurus fuit et homo et taurus.

Quid Minotaurus voravit? Juvenes et virgines.

Cantemus carmen "Virtus in astra tendit"

Virtus in astra tendit, in mortem timor.
Virtus in astra tendit, in mortem timor.
Praesens ab astris, mater, cano.
Praesens ab astris, mater, cano.

Mens sana in corpore sano.

Fortes Fortuna adjuvat.

Activities

1. Have the song "Virtus in astra tendit" sung through several times.

2. Use the rest of the class period to play "Right Reply". See Lectio 19 of Unit I for details on this game. Restrict the questions to those found in the Specific Objectives of this Lectio.

LECTIO 27 (UNIT REVIEW)

Specific Objective

To review the following English derivatives presented in this Unit: quid pro quo, quid, quorum, petition, petitioner, auxiliary, preserve, preservative, conserve, conservative, peninsula, insular, insulate, insulin, nativity, natal, prenatal, postnatal, serpent, serpentine, infantile, infant, manual, manipulate, prehensile, comprehend, apprehend, missionary, transmission, emission, artisan, artistic, artistry, erudite, erudition, diligence, diligently, studious, studiousness, oracular, oracle, expiate, expiation, desirable, desideratum, imperative, emperor, omnibus, omnivorous, omnipresent, omnipotent, unify, unite, duo, dual, triple, trio, quartet, quintet, sextet, September, octopus, November, decimal, fortitude, forte, audacious, audacity, pugilism, pugilist, fortify, fortissimo, fortress, atlas, Atlas, Atlantic Ocean, Atlantis, atlas bone, Atlas Mountains, canine, canis familiaris, species, specific, translucent, lucid, Lucite, astronomy, asterisk, cantata, cantor, labyrinth, locale, locate, navigate, circumnavigate, navigator, Taurus, toreador, devour, carnivorous, herbivorous, juvenile, juvenescent.

Activities

1. Tell the children that they are now going to review the new English words that they have been learning. Have the group echo chorally the derivatives listed in the Specific Objectives of this Lectio.

2. Play the "Optime!" game on these derivatives for most of the class period. See Lectio 14 of Unit I for details on this game. Ask questions about the etymologies and meanings of the English derivatives.

3. Invite the children to use the derivatives in sentences. Supply the derivative and have a child supply a sentence.

LECTIO 28 (UNIT REVIEW)

Specific Objective

To review important information on Perseus, Hercules, Jason, and Theseus.

Activities

1. Tell the children that they are now going to review some of the things they learned about the various great heroes. Ask the following questions:

   a. What was Medusa?

   b. How did Perseus defeat Medusa?

   c. Who was the father of Perseus and Hercules?

   d. Did both Perseus and Hercules become constellations?

   e. What important goddess hated Hercules from the day he was born?

   f. Did Hercules, as a boy, like his music lessons?

   g. After Hercules recovered from his madness why did he go to the oracle at Delphi?

   h. What did the oracle of Delphi advise?

   i. Name some of the Labors of Hercules.

   j. How did Hercules clean the Augean Stables.

   k. Who were the Amazons?

l. What was Atlas' job?

m. Where is Atlas now?

n. Who was Cerberus?

o. What was Charon's job on the Styx River?

p. Why did Jason go after the Golden Fleece?

q. How did Medea help Jason?

r. Why did Theseus go to Crete?

s. What was the Minotaur and where did he live?

t. How did Ariadne help Theseus?

2. Play the "Quis sum?" game. See Lectio 21 of Unit I for details on this game. Possible persons to be identified are: Medusa, Perseus, Minerva, Mercury, Andromeda, Juno, Hercules, Hydra, Cerberus, Pluto, Jason, Medea, a harpy, Pelias, Theseus, Ariadne, Minotaur, Hippolyta, Hippolytus, Phaedra.

UNIT VII
THE STORY OF TROY

AN OVERVIEW OF THE MATERIAL TO BE TAUGHT IN THIS UNIT

1. The mythological story of the Trojan War, its beginnings, and its aftermath.

2. Latin utterances connected with the above.

3. English derivatives connected with the Latin utterances presented.

LECTIO 1

Specific Objectives

1. To introduce the story of the judgment of Paris.

2. To introduce the following Latin dialogue:

Quis fuit judex?	Who was the judge?
Paris fuit judex.	Paris was the judge.
Quae dea a judice electa est?	Which goddess was chosen by the judge?
Venus electa est.	Venus was chosen.

3. To indicate the importance of the story of Troy in mythology.

Activities

1. Tell the children that today they will begin to learn about the story of Troy, a great city in Asia. Locate Troy on the map. The story of this great city is called the "queen of myths" because almost all of the other myths are in some way connected with it.

2. Tell the children that the story of Troy really began on Mt. Olympus, at a big banquet where almost all of the gods and goddesses were present. Ask the children if they ever attended a banquet, for instance, at a wedding. Tell them that this banquet on Mt. Olympus was a huge wedding feast. One goddess, named Discord, had not been invited. No one liked her because she liked to cause trouble. She was angry because she had not been invited to the banquet. She went to the banquet anyway. She threw a golden apple on the table marked Pulcherrimae which means "to the most beautiful." Have the children echo the term Pulcherrimae several times. Mention that this golden apple caused a big squabble among the goddesses. Each one thought she was the most beautiful. Finally the choice narrowed down to three: Juno, Venus, and Minerva. Ask the children what they remember about each of these. Mention that Paris, prince of Troy, was called in to judge a beauty contest among these goddesses. Each goddess tried to bribe Paris. Juno promised to make him ruler of Europe and Asia. Minerva promised him rule of Greece. Venus promised him the most beautiful mortal woman as his wife. Paris decided to award the apple to Venus.

3. Introduce the new Latin dialogue in the usual fashion. Use Visual Cue 54, Paris awarding the golden apple to Venus.

4. Ask the following questions:

   a. Why is the story of Troy called the "queen of the myths"?

   b. Why was Discord not invited to the banquet on Mt. Olympus?

   c. What was written on the golden apple?

   d. What three goddesses were the finalists in the beauty contest?

   e. How did each goddess try to bribe Paris?

5. Go through the new Latin dialogue again.

LECTIO 2

Specific Objectives

1. To introduce the story of how the Trojan War began.

2. To introduce the following Latin dialogue:

Quo fugit Helena?	Where did Helen flee?
Ad urben Trojam.	To the city of Troy.
Quos convocavit rex Menelaus?	Whom did King Menelaus call together?
Principes Graeciae convocavit rex Menelaus.	King Menelaus called together the leaders of Greece.

Activities

1. Tell the children that because Paris gave the golden apple to Venus, Venus arranged to give him the most beautiful mortal woman as his wife. Unfortunately, the most beautiful mortal woman was Helen, the queen of Sparta. Locate Sparta on the map. Paris was invited to Sparta by Menelaus the king of Sparta and Helen's husband. Helen left Sparta with Paris. According to some Paris kidnapped Helen. Others say she went willingly.

Menelaus was very angry when he discovered that Helen had fled to Troy with Paris. Menelaus called together all the chiefs and kings of Greece. Explain that at that time Greece was divided into many city states. The king of the great city of Mycenae, named Agamemnon was chosen leader of the Greek forces. The Greeks decided to invade Troy in order to get Helen back.

2. Introduce the new Latin dialogue in the usual fashion. In teaching Quo fugit Helena? use the map. In teaching Quos convocavit, etc. use Visual Cue 55, a picture of Menelaus and Agamemnon addressing a throng of Greek kings and chieftains.

3. Have the children echo (in English) and identify each of the following terms: Paris, Sparta, Mycenae, Troy, Paris, Menelaus, Agamemnon.

4. Go through the new Latin dialogue again.

LECTIO 3

Specific Objectives

1. To introduce or review the following English derivatives from recently learned Latin lexical items: judicial, judicious, judiciary, electoral, electioneer, fugitive, refugee, convocation, convoke, principal, principality.

2. To review the Latin dialogues introduced in the preceding two Lectiones.

Activities

1. Go through the Latin dialogues from Lectio 1 and Lectio 2 in the usual way using Visual Cues 54 and 55 as necessary.

2. Tell the children that they will now learn about some English words connected with the Latin words they have been learning. Approach the following derivative chart in the usual fashion:

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
judicial	judex "judge"	pertaining to a judge or court
judicious	judex "judge"	having or showing good judgment
judiciary	judex "judge"	the courts, court system
electoral	electa est "was chosen"	relating to the selection of persons by vote
electioneer	electa est "was chosen"	to campaign
fugitive	fugit "fled"	someone in flight
refugee	fugit "fled"	one who flees from one country to another
convocation	convocavit "called together"	a gathering, a meeting
convoke	convocavit "called together"	to call together
principal	principes "leaders"	important
principality	principes "leaders"	a small state ruled by a prince

3. Ask the children to explain each of the following sentences in their own words:

   a. It was a judicial decision.

   b. The federal judiciary is large and complicated.

   c. He was a judicious individual.

   d. The electoral college selects the president.

   e. The senator was electioneering.

   f. The young man was a fugitive.

   g. Many Cuban refugees have come to the United States.

h. Parents attended the convocation.

i. A meeting of African leaders was convoked.

j. Monaco is a principality.

k. Nigeria's principal problems were discussed.

4. Have the children echo each derivative chorally several times.

LECTIO 4

Specific Objectives

1. To introduce the story of Iphigenia.

2. To introduce the following Latin utterances:

Iphigenia sacrificanda est.	Iphigenia must be sacrificed.
Cur Iphigenia sacrificanda est?	Why must Iphigenia be sacrificed?
Ut dei mittant ventos secundos.	So that the gods may send favorable winds.
Iphigeniam per aëra portabo.	I will carry Iphigenia through the air.

Activities

1. Tell the children that today they will stage a playlet called "Iphigenia". This playlet takes place when the Greeks were getting ready to sail for Troy. A thousand ships had been gathered by Agamemnon and Menelaus. The ships could not sail, however, because the winds were blowing in the wrong direction. A fortuneteller told the Greeks that Diana was angry because the Greeks had killed some of her beloved wild creatures. The only way to calm the wind was for the Greeks to sacrifice Iphigenia, the daughter of Agamemnon, to Diana. Agamemnon was at first very unwilling but eventually he agreed to the sacrifice. He wrote to Clytemnestra, his wife, and asked her to send Iphigenia to the place where the ships were about to sail. He told Clytemnestra in the letter that he had arranged a marriage for Iphigenia with Achilles, a great hero. Iphigenia came. She was carried to the altar to be killed. According to some versions of the story at the last minute Diana came down from Olympus and took Iphigenia away to safety.

2. Tell the children that the playlet opens with Iphigenia on the altar about to be slain. Appoint children to play the roles indicated in the following script. Introduce the script in the usual way.

The crowd:	(getting louder each time) Iphigenia sacrificanda est! Iphigenia sacrificanda est! Iphigenia sacrificanda est!
Agamemnon:	Cur Iphigenia sacrificanda est?
The crowd:	Ut dei mittant ventos secundos! Ut dei mittant ventos secundos!
Iphigenia:	Pater, pater, vale! Pater, pater, vale!
The crowd:	Iphigenia sacrificanda est! Iphigenia sacrificanda est! Iphigenia sacrificanda est!
Diana:	Iphigeniam per aëra portabo! Iphigeniam per aëra portabo!

3. Go through the playlet several times using different sets of actors.

4. Ask the children if they think Agamemnon was right in being willing to sacrifice his daughter

LECTIO 5

Specific Objectives

1. To review the playlet presented in the previous Lectio.

2. To introduce the story of Achilles' anger.

3. To introduce the following Latin dialogue:

Cur in tabernaculo Achilles sedebat?	Why was Achilles sitting in his tent?
Quod iratus erat.	Because he was angry.
Fuitne Achilles potens armis?	Was Achilles powerful with his weapons?
Potens fuit.	He was powerful.

Activities

1. Have the playlet "Iphigenia" staged. See the preceding Lectio for directions.

2. Explain that after the sacrifice of Iphigenia the Greeks sailed to Troy. For nine long years they fought against the Trojans but neither side was able to win. Then a quarrel flared up between Achilles and Agamemnon. Achilles was the famous Greek hero who - as a baby - had been dipped in the River Styx by his mother and made invulnerable. She held him by his heel, however. His heel was vulnerable and later on he died of a wound in it. Right now he was angry at Agamemnon because Agamemnon was selfish in taking prizes captured in war. Achilles went to his tent, sat down, and sulked. He refused to fight. He hated Agamemnon whom he called "dog face", and Agamemnon hated him.

3. Introduce the new Latin dialogue in the usual way using Visual Cue 56, a picture of Achilles sulking in his tent.

4. Ask the following questions:

   a. Why was Achilles invulnerable?

   b. In what part of his body was he vulnerable?

   c. Why was Achilles angry at Agamemnon?

   d. Did Achilles continue fighting?

5. Go through the new dialogue again.

LECTIO 6

Specific Objectives

1. To review the Latin dialogue presented in Lectio 5.

2. To introduce or review the following English derivatives from recently learned Latin lexical items: transmit, remit, ventilate, vent, aerodynamics, aerospace, aerate, tabernacle, potent, impotent, irate, irascible, Achilles' heel.

Activities

1. Go through the Latin dialogue presented in the preceding Lectio, using Visual Cue 56.

2. Approach the following derivative chart in the usual fashion:

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
transmit	mittant "send"	to send across
remit	mittant "send"	to send back
ventilate	ventos "winds"	to provide with fresh air
vent	ventos "winds"	a slit or opening
aerodynamics	aera "air"	science that deals with the motion of air
aerospace	aera "air"	the atmosphere and the space beyond it
aerate	aera "air"	to charge or treat with air
tabernacle	tabernaculo "tent"	a "tent-like" structure in a church
potent	potens "powerful"	powerful
impotent	potens "powerful"	weak
irate	iratus "angry"	angry
irascible	iratus "angry"	easily provoked to anger
Achilles' heel	Achilles	weak spot or weakness

3. Ask the following questions:

   a. Does water that has been aerated taste better?

   b. Where would you expect to see a tabernacle?

   c. What is a potent medicine?

   d. What is an impotent medicine?

e. What is an irate citizen?

f. What is an irascible old man?

g. Can a football team have an Achilles' heel?

h. What does it mean to fly through aerospace?

i. Do some people study aerodynamics in college?

j. Do cars have vents?

k. How is a trolley car ventilated?

l. Did Apollo XII fly through aerospace?

m. What does it mean to remit a bill?

n. Do telephones transmit sound?

4. Have the children echo the derivatives several times. Invite them to use the words in sentences.

LECTIO 7

Specific Objectives

1. To introduce the story of the Trojan horse.

2. To introduce the following Latin dialogue.

Ubi sunt milites Graeci?	Where are the Greek soldiers?
In ventre equi inclusi sunt.	They are enclosed in the belly of the horse.
Cur inclusi sunt?	Why were they enclosed?
Ut media nocte emergerent.	So that they might come out in the middle of the night.

Activities

1. Explain to the children that the war between the Trojans and the Greeks continued but no side could gain victory. The Greeks decided to try to win with a trick. They built a huge wooden horse and filled its belly with soldiers. They pretended that they were sailing back to Greece and thus giving up. They left behind a man who told the Trojans that if they brought the horse into the city they would please the goddess Minerva. Most of the Trojans believed him. The Greeks hoped, of course, that after the horse was brought into the city, they would come out of its belly and capture and destroy the city.

2. Using Visual Cue 57, a picture of the Trojan Horse outside the walls of Troy, introduce the new Latin dialogue in the usual way.

3. Ask the children to explain the story of the wooden horse in their own words.

4. Go through the new Latin dialogue again.

LECTIO 8

Specific Objectives

1. To introduce the story of Laocoon.

2. To introduce the following Latin quotation:

Timeo Danaos et dona ferentes. (Vergilius)	I fear the Greeks even when they bring gifts.

3. To introduce the following Latin dialogue:

A quibus corpora implicantus?	By whom are the bodies entwined?
Corpora implicantur a serpentibus.	The bodies are entwined by the serpents.
Quid agunt pueri et vir?	What do the boys and the man do?
Clamores ad sidera tollunt.	They raise their shouts to the stars.

Activities

1. Hold up Visual Cue 57, the picture of the Trojan Horse outside of Troy. Mention that most of the Trojans wanted to bring the wooden horse into the city to please Minerva. A priest named Laocoon, however, thought that the horse was a Greek trick. He said loudly, "Timeo Danaos et dona ferentes". Have the children repeat this quotation several times after telling them its meaning and its source. Have them say it softly and loudly. Mention that after he said this, Laocoon threw his spear into the horse's belly. It groaned. The groan, of course, was caused by the soldiers inside. Cassandra, the daughter of the king of Troy, agreed with Laocoon but no one ever listened to her. Since the fates had decreed that Troy must fall, two serpents came out of the sea. They crushed Laocoon and his sons to death. The boys and their father shouted to the stars for help, but their shouts were useless. Tell the children that there is a famous statue of Laocoon and his sons being crushed called the Laocoon Group. Show them Visual Cue 58, a picture of Laocoon and his sons being crushed.

2. Using Visual Cue 58, introduce the new Latin dialogue in the usual way.

3. Ask the following questions:

   a. What did most Trojans think of the wooden horse?

   b. What was Laocoon's opinion of it?

   c. What did Laocoon - according to Vergil - say about the Greeks?

   d. Who was Cassandra?

   e. Why did the horse groan when Laocoon threw a spear at it?

   f. What happened to Laocoon and why?

   g. Do you think that you would like to have been a Trojan boy or girl?

4. Go through the new Latin dialogue again.

LECTIO 9

Specific Objectives

1. To review the Latin dialogue presented in Lectio 7 and Lectio 8.

2. To introduce the following English derivatives connected with recently learned Latin utterances: military, militia, ventral, ventriloquist, include, inclusive, intermediate, medial, emerge, emersion, implicate, implicit.

Activities

1. Using the Visual Cues 57 and 58, go through the Latin dialogues found in Lectiones 7 and 8.

2. Approach the following derivative chart in the usual fashion:

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
military	milites "soldiers"	pertaining to soldiers; the army
militia	milites "soldiers"	a kind of army
ventral	ventre "belly"	of the belly
ventriloquist	ventre "belly"	one who speaks "through his belly" without moving his lips
include	inclusi "enclosed"	to embrace, to contain
inclusive	inclusi "enclosed"	embracing, containing
intermediate	media "middle"	in the middle
medial	media "middle"	in the middle
emerge	emergerent "come out"	to come out
emersion	emergerent "come out"	a coming out

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
implicate	implicantur "are entwined"	to entwine, to involve
implicit	implicantur "are entwined"	contained, implied

3. Ask the children to explain each of the following sentences:

   a. Fort Dix is a military base.

   b. He joined the militia.

   c. The cat had a ventral wound.

   d. They saw a ventriloquist at the circus.

   e. Ice cream was included in the meal.

   f. The trolley stopped at every block from 49th St. to 59th St. inclusive.

   g. Grades 5 to 8 are sometimes called intermediate grades.

   h. The Schuylkill Expressway has a medial barrier.

   i. The astronaut emergerged from the space craft.

   j. The emersion of the cat from the closet was delayed.

   k. He was implicated in the accident.

   l. Permission was implicit in the teacher's remarks.

4. Have the children echo each derivative chorally and individually.

LECTIO 10

Specific Objective

To introduce the following English derivatives from recently learned Latin lexical items: corporeal, corpus, corpuscle, corpse, corps, incorporate, clamor, clamorous, desire, sidereal, timorous, timid, a Cassandra.

Activities

1. Approach the following derivative chart in the usual fashion:

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
corporeal	corpora "bodies"	pertaining to the body
corpus	corpora "bodies"	a large or complete collection
corpse	corpora "bodies"	dead body
corps	corpora "bodies"	a military body or group
corpuscle	corpora "bodies"	a particle in the blood
incorporate	corpora "bodies"	to combine, to form into one body
clamor	clamores "shouts"	shouting
clamorous	clamores "shouts"	noisy
desire	sidera "stars"	a wish "made on the stars"
sidereal	sidera "stars"	of the stars
timorous	timeo "I fear"	fearful
timid	timeo "I fear"	fearful, afraid, cautious, shy
a Cassandra	Cassandra	a prophet to whom no one listens

2. Ask the following questions:

   a. What is a corporeal ailment?

   b. What is the Marine Corps?

   c. Where does one usually find a corpse?

   d. What is the Shakespearean corpus?

   e. What does it mean to incorporate something into a report?

f. Is there much clamor when the Rolling Stones sing?

g. What is a clamorous crowd?

h. What is a desire?

i. What is a sidereal beauty?

j. What is a timorous person like?

k. Describe a timid boy.

l. Why would a political leader be called a Cassandra?

m. Where does one find red corpuscles?

3. Have the children echo each derivative chorally and individually.

4. Tell the children that you want them to complete each of these sentences with a derivative learned today. If necessary put the first letter of each derivative on the chalkboard.

a. A dead body is called a _____.

b. Because people sometimes did not listen to his advice, Reverend Martin Luther King was sometimes called a _____.

c. The opposite of fearless is _____.

d. A shy person is sometimes called _____.

e. A noisy crowd can be called _____.

f. When the fire started there was much _____.

g. Blood contains red and white _____.

h. A large or complete collection of Malcolm X's writings might be called a _____ of his writings.

i. The Marines are sometimes called the Marine _____.

j. A bodily illness, as opposed to a mental illness, might be called a _____ illness.

k. To combine or form into one body is to _____.

l. A wish is sometimes called a _____.

m. The splendor of the stars might be called by poets _____ splendor.

LECTIO 11

Specific Objectives

1. To introduce the story of the destruction of Troy.

2. To introduce the following song:

O patria, O divum domus,	O native land, O home of the gods,
O patria, O divum domus,	O native land, O home of the gods,
Ilium et inclyta bello moenia Dardanidum.	Ilium and the walls of the Trojans famous in war.
O patria, O divum domus,	O native land, O home of the gods
O patria, O divum domus,	O native land, O home of the gods
Ilium et inclyta bello moenia Dardanidum! (Vergilius)	Ilium, and walls of the Trojans famous in war.

Activities

1. Explain to the children that after the Trojans brought the huge wooden horse inside the city walls, they threw a big party. They were glad that the long war was over. But in the middle of the night the Greek soldiers came out of the belly of the wooden horse. They set fire to Troy. They killed the king of Troy. They took many Trojan woman and children back to Greece as slaves.

2. Explain to the children that the fall of Troy was a very sad occasion for the surviving Trojans. Ask them how they would feel if some enemy captured Philadelphia, burned it, killed many of its people, and took others away as slaves. Tell the children that the old Trojan queen, Hecuba, was particularly sad and upset. She saw her children killed and her husband also. In a play by the great Greek writer Euripides called TROJAN WOMEN, many of Hecuba's complaints and laments are given. Tell the children that you will now read them part of Hecuba's lament translated from the Greek. Read the following very expressively and dramatically. Then invite the children to echo it line by line.

"O wretched me! It has come at last, the high point and the crown of all my sorrows! I leave my country. The torch is put to my city. Old legs of mine, press on, try hard. Let me say goodbye to my luckless city. O Troy, that once held your head so high among the nations, soon you will be robbed of your name and fame. They are burning you and leading us out to the land of slavery. O gods! Yet why should I call upon the gods? In the past they did not hear when they were called."

3. Tell the children that Euripides' play TROJAN WOMEN has down through the centuries been a favorite of people in sorrow. Mention that Mrs. Rose Kennedy, mother of John and Robert Kennedy, liked to read Hecuba's laments in her time of sorrow.

4. Tell the children that they will now learn a song based on some lines in Vergil about Troy. Paraphrase the song in English for the children. Then play Tape 7 or sing "O patria, O divum domus" to the tune of "Columbia the Gem of the Ocean" (an old Philadelphia variation to the lyrics is "Betsy Ross Lives on Arch Street Near Second"). Have the children repeat the words in Latin and sing.

LECTIO 12

Specific Objectives

1. To review the song "O patria, O divum domus".

2. To introduce the story of Agamemnon's return to Greece.

3. To introduce the following Latin dialogue:

Post bellum, quid egit Agamemnon?	After the war what did Agamemnon do?
Domum rediit.	He returned home.
Fuitne Clytemnestra vero laeta, viro redito?	Was Clytemnestra really happy after her husband returned?
Laeta vero non fuit quia eum odit.	She was not really happy because she hated him.

Activities

1. Begin class by saying Cantemus carmen "O patria, O divum domus". Have the children sing the new song several times. You may wish to have the children say the words after you, using the direction Dicite haec post me.

2. Tell the children that after Troy was burned, Agamemnon led the Greek forces back to Greece. Clytemnestra, his wife, was not really glad that he was returning. She remembered his willingness to sacrifice Iphigenia, their daughter, before the war. You might ask a child to recount the story of Iphigenia. Clytemnestra had fallen in love with another man. She hated Agamemnon and had hoped that he would be killed in the war. When he returned, she pretended to greet him kindly. She came out of the great palace and spoke of her love for him.

3. Show the children Visual Cue 59, a picture of Clytemnestra greeting Agamemnon on the steps of the palace. Introduce the new Latin dialogue in the usual fashion.

4. Tell the children that Clytemnestra later arranged for the murder of Agamemnon. Later the children of Clytemnestra and Agamemnon murdered their mother. The entire family experienced much trouble and hardship.

5. Ask a child to recount the story of Agamemnon's return to Greece.

6. Finish class with the song "O patria, O divum domus". This song should be used daily for about two weeks to assure mastery.

LECTIO 13

Specific Objectives

1. To review the Latin dialogue presented in the previous Lectio.

2. To introduce or review the following English derivatives: postpone, p.m., domicile, domestic, bellicose, belligerent, veracity, verify, odious.

Activities

1. Using Visual Cue 59, go through the Latin dialogue presented in the preceding Lectio. You may wish to have children assume the role of the teacher in asking the questions.

2. Approach the following derivative chart in the usual fashion:

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
postpone	post "after"	to put off
p.m.	post "after"	after noon
domicile	domum "home"	home
domestic	domum "home"	relating to home, for a home
bellicose	bellum "war"	warlike, hostile
belligerent	bellum "war	fighting a war
veracity	vero "really"	truth
verify	vero "really"	to check on the accuracy or truth of something
odious	odit "hated"	hateful

3. Ask the children to explain each of the following sentences:

   a. Boys and girls at this school never postpone doing their homework.

   b. School ends at 3:30 p.m.

c. The building was an impressive domicile.

d. Alley cats are domestic animals.

e. Cats can sometimes be bellicose when children pull their tails.

f. Kenya is not a belligerent country.

g. He doubted the man's veracity.

h. He verified the man's address.

i. A spiteful person is odious to most people.

4. If time allows and if you are able to prepare the chalkboard before class you may wish to play "tit-tat-toe" in the following fashion. Divide the chalkboard into nine squares. Print each sentence given in Activity 3 of this Lectio minus the derivative. Divide the class into two teams, the X's and the O's. Have the teams supply the derivatives. Place a large X or O over the square as each derivative is supplied. For practice be sure that all derivatives are supplied even after "tit-tat-toe" has been reached by one team. It is conceivable that the teacher may wish to construct a permanent "tit-tat-toe" board on a wooden or cardboard background to which new sentences could be attached as needed.

5. Have the children echo the derivatives chorally.

LECTIO 14

Specific Objectives

1. To introduce the story of Ulysses.

2. To introduce the following Latin dialogue:

Quis expectabat Ulixem?	Who was waiting for Ulysses?
Uxor et filius eum expectabant.	His wife and son were waiting for him.
Quantos annos aberat Ulixes?	For how many years was Ulysses away?
Decem annos.	For ten years.

Activities

1. Pull up a chair. Tell the children that today they are going to hear the story of Ulysses, a great Greek hero during the Trojan War. After the war, he tried to sail home to his faithful wife and son who were waiting for him. He was shipwrecked, however. For many years he was held prisoner on an island by the nymph Calypso. Ask the children if they have ever heard of calypso music which is named for her. Ulysses had had many adventures before coming to the island of Calypso. His crew had been in the land of the Lotus-eaters. Whoever ate the lotus forgot his native land and wanted to stay in the Lotus Land. Ulysses also had an adventure with a Cyclops. Ask the children if they remember what a Cyclops was. Show them Visual Cue 9 to remind them of the Cyclopes. Another adventure of Ulysses involved a witch named Circe who tried to change men into animals. He also had an adventure with the Sirens, marvelous singers whose voices would make a man forget all else and at last kill him. With the help of the gods Ulysses did manage at last to get home after ten years of wandering.

2. Show the children Visual Cue 60, Ulysses' wife weaving cloth with her son nearby. Introduce the new Latin dialogue in the usual way.

3. Ask the children the following questions:

   a. Who was Ulysses?

   b. After whom is calypso music named?

   c. What did eating the lotus cause?

   d. What is a Cyclops?

   e. What did Circe do to men?

   f. What were the Sirens?

   g. How long did Ulysses wander after the Trojan War?

   h. Who waited for him?

4. Go through the new Latin dialogue again.

LECTIO 15

Specific Objectives

1. To introduce the following English derivatives: expectant, expect, quantity, quantitative, annual, biannual, triannual, annuity, perennial, superannuated.

2. To review the Latin dialogue presented in the preceding Lectio.

Activities

1. Using Visual Cue 60, go through the dialogue presented in the preceding Lectio. You may wish to have children assume the questioning role of the teacher in this review.

2. Approach the following derivative chart in the usual way:

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
expectant	expectabat "was waiting for"	waiting for something
expect	expectabat "was waiting for"	to wait for
quantity	quantos "how many"	amount
quantitative	quantos "how many"	relating to numbers
annual	annos "years"	occurring once a year
biannual	annos "years"	occurring twice a year
triannual	annos "years"	occurring three times a year
annuity	annos "years"	a yearly payment
perennial	annos "years"	a plant that blooms every year
superannuated	annos "years"	old

3. Ask the following questions:

   a. What is an expectant person?

   b. What does it mean to expect company?

   c. What is a small quantity of water?

   d. What is a quantitative analysis?

   e. What is an annual problem?

   f. What is a biannual problem?

   g. How frequently would a triannual payment be made?

   h. Do retired people sometimes receive annuities?

   i. Are rose bushes perennials?

   j. What would a superannuated car look like?

LECTIO 16

Specific Objectives

1. To review expressions contained in the playlet "Equus Trojanus".

2. To introduce the following utterances:

Ecce magnus equus!	Behold the great horse!
Ponite equum in urbe.	Put the horse in the city.

3. To review the story of the Trojan horse.

Activities

1. Ask if anyone can retell the story of the Trojan horse. Have the story retold, supplying information as necessary.

2. Tell the children that today they will learn to stage a playlet called "Equus Trojanus". This playlet takes place as the Trojans are looking at the wooden horse outside the walls of Troy. The crowd is conversing with Laocoon. Teach the playlet in the usual way.

The crowd:	Ecce magnus equus! Ecce magnus equus!
Laocoon:	Timeo Danaos et dona ferentes! Timeo Danaos et dona ferentes!
The crowd:	Ponite equum in urbe. Ponite equum in urbe.
Laocoon:	Timeo Danaos et dona ferentes! Timeo milites Graecos. Timeo milites Graecos.
The crowd:	Ubi sunt milites Graeci?
Laocoon:	In ventre equi inclusi sunt.
The crowd:	Cur inclusi sunt?
Laocoon:	Ut media nocte emergerent.
Laocoon's son:	Timeo Danaos et dona ferentes.
Laocoon's other son:	Timeo Danaos et dona ferentes.

3. Have different sets of children role play.

LECTIO 17 (UNIT REVIEW)

Specific Objective

To review the following Latin utterances presented in this Unit:

Quis fuit judex? Paris fuit judex.

Quae dea a judice electa est? Venus electa est.

Quo fugit Helena? Ad urbem Trojam.

Quos convocavit rex Menelaus? Principes Graeciae convocavit rex Menelaus.

Cur Iphigenia sacrificanda est? Ut dei mittant ventos secundos.

Cur in tabernaculo Achilles sedebat? Quod iratus erat.

Fuitne Achilles potens armis? Potens fuit.

Ubi sunt milites Graeci? In ventre equi inclusi sunt.

Cur inclusi sunt? Ut media nocte emergerent.

A quibus corpora implicantur? Corpora implicantur a serpentibus.

Quid agunt pueri et vir? Clamores ad sidera tollunt.

Post bellum quid egit Agamemnon? Domum rediit.

Fuitne Clytemnestra vero laeta, viro redito? Laeto vero non fuit quia eum odit.

Quis expectabat Ulixem? Uxor et filius eum expectabant.

Quantos annos aberate Ulixes? Decem annos.

Ecce magnus equus.

Ponite equum in urbe.

Iphigeniam per aera port abo.

Cantemus carmen "O patria, O divum domus"

O patria, O divum domus,
O patria, O divum domus
Ilium et inclyta bello moenia Dardanidum.
O patria, O divum domus,
O patria, O divum domus,
Ilium et inclyta bello moenia Dardanidum!

Timeo Danaos et dona ferentes.

Activities

1. Have the song "O patria, O divum domus" sung through several times.

2. Have the playlets "Iphigenia" and "Equus Trojanus" acted through. See Lectio 4 and Lectio 16 of this Unit for details.

3. Use the rest of the class period to play "Right Reply". Lectio 19 of Unit I gives details on this game. Restrict the questions to those found in the Specific Objectives of this Lectio.

LECTIO 18 (UNIT REVIEW)

Specific Objective

To review the following English derivatives presented in this Unit: judicial, judicious, judiciary, electoral, electioneer, fugitive, refugee, convocation, convoke, principal, principality, transmit, remit, ventilate, vent, aerodynamics, aerospace, aerate, tabernacle, potent, impotent, irate, irascible, Achilles' heel, military, militia, ventral, ventriloquist, include, inclusive, intermediate, medial, emerge, emersion, implicate, implicit, corporeal, corpus, corpse, corps, corpuscle, incorporate, clamor, clamorous, desire, sidereal, timorous, timid, a Cassandra, postpone, p.m., domicile, domestic, bellicose, belligerent, veracity, verify, odious, expectant, expect, quantity, quantitative, annual, biannual, triannual, annuity, perennial, superannuated.

Activities

1. Tell the children that they are now going to review the new English words that they have been learning. Have the group echo chorally the derivatives listed in the Specific Objectives of this Lectio.

2. Play the "Optime!" game on these derivatives for most of the class period. See Lectio 14 of Unit I for details on this game. Ask questions about the etymologies and meanings of the English derivatives.

3. Invite the children to use the derivatives in sentences.

LECTIO 19 (UNIT REVIEW)

Specific Objective

To review important information on the story of Troy.

Activities

1. Tell the children that they will now review important information on the story of Troy. Ask the questions given below. You may wish to divide the class into teams.

   a. Why is the story of Troy sometimes called the "queen of myths"?

b. Why did the goddesses hold a beauty contest?

c. Why did Paris award the golden apple to Venus?

d. Who was Helen?

e. Why did Agamemnon sacrifice Iphigenia?

f. Why was Achilles' heel vulnerable?

g. Did Achilles get along well with Agamemnon?

h. What famous trick did the Greeks use to get inside of Troy?

i. Who was Cassandra and what was her opinion of the wooden horse?

j. What happened to Troy after the Greek soldiers came out of the horse?

k. Was Clytemnestra glad when Agamemnon returned home safely?

l. What famous Greek hero had adventures with Calypso, the Lotus-eaters, the Cyclopes, Circe, and the Sirens after the Trojan War?

m. Where was Ulysses going after the war?

2. Play the "Quis sum?" game. See Lectio 21 of Unit I for details on this game. Possible persons to be identified are: Discord, Minerva, Juno, Venus, Paris, Menelaus, Agamemnon, Helen, Iphigenia, Clytemnestra, Diana, Achilles, Laocoon, Cassandra, Ulysses, Circe, Calypso.

3. Discuss the following questions with the children. You may wish - in cooperation with the regular classroom teacher - to assign composition work on some of these questions. The composition work might be done during the Latin period or at some other time.

   a. Which of the following heroes of the Trojan War did you admire most and why? Ulysses, Achilles, Agamemnon.

   b. Do you think that you would have liked living in ancient Troy better than living now in Philadelphia? Why or why not?

c. If you had to be one of the leading figures in the story of Troy (e.g., Helen, Paris, Laocoon, etc.) which one would you like to be? Why?

d. Do you think that the Greeks were right in invading Troy to get back Helen? Why or why not?

e. Would you agree with this statement? The Trojan War - like all wars - caused much unhappiness and sorrow and really solved nothing.

f. Was the Trojan War anything like the war in Vietnam?

UNIT VIII
THE FOUNDING OF ROME

AN OVERVIEW OF THE MATERIAL TO BE TAUGHT IN THIS UNIT

1. The story of the wanderings of Aeneas.

2. The story of Romulus and Remus.

3. Latin utterances connected with the above.

4. English derivatives connected with the Latin utterances presented.

LECTIO 1

Specific Objectives

1. To introduce the story of Hector's apparition to Aeneas.

2. To introduce the following Latin dialogue:

Quis est?	Who is this?
Spiritus Hectoris est.	This is the ghost of Hector.
Quid ait spiritus?	What did the ghost say?
"Heu fuge, nate dea. Hostis habet muros."	"Flee, Oson of the goddess. The enemy holds the wall."

Activities

1. Hold up the Britannica study print of the Roman forum from the Historical Reconstructions of Rome. Explain that the forum was the heart of the great city of Rome just as City Hall and Penn Center might be considered the heart of Philadelphia. Explain that in this Unit they will be learning about how the great city of Rome was founded.

2. Have a child locate Troy on the map. Mention that the story of Rome really begins in Troy with a ghost story. A great Trojan hero named Hector had been killed in the Trojan War by Achilles. Hector was the son of the king of Troy. After the Greek soldiers came out of the wooden horse and had begun to destroy the city of Troy, Hector's ghost appeared to Aeneas, another great Trojan hero and the cousin of the king of Troy. The ghost told Aeneas to escape from Troy. The ghost said that the enemy held Troy. It advised Aeneas to gather his family together and to set sail for a new home.

3. Using Visual Cue 61, a picture of Hector's ghost talking to Aeneas, introduce the new Latin dialogue in the usual way.

4. Ask the following questions:

   a. To what part of Philadelphia may the Roman forum be compared?

   b. Who was Hector?

c. Who was Aeneas?

d. True or false: Aeneas left Troy while it was burning because he was a coward.

e. Do you think it would have been fun or frightening to have been a boy or girl in Troy as the Greeks were destroying the city?

5. Go through the new Latin dialogue again.

LECTIO 2

Specific Objectives

1. To introduce the story of some of Aeneas' wanderings.

2. To introduce the following Latin dialogue:

Ubi navigavit Aeneas?	Where did Aeneas sail?
Ad multas terras navigavit Aeneas.	Aeneas sailed to many lands.
Navigavitne Aeneas solus an cum sociis?	Did Aeneas sail alone or with companions?
Cum sociis navigavit.	He sailed with companions.

Activities

1. Explain to the children that after Hector's ghost appeared Aeneas gathered his family together along with some loyal friends. Aeneas' wife got lost in the confusion and she did not escape from the city. Aeneas' father was so old and frail that Aeneas had to carry him out of the city on his shoulders. Aeneas' young son, Ascanius, went with him. The group went to the mountains near Troy. They built ships. They set sail. They were not sure where to go. They spent a little time in an area of northern Greece called Thrace. Locate Thrace on the map. While in Thrace, a voice from the grave told them to leave because this land was dangerous. They sailed to a famous shrine of Apollo on an island called Delos. Delos was near Thrace. Locate it on the map. On Delos they asked Apollo what to do. He suggested that they go to the land of their ancestors. They thought that the large island of Crete was the land of their ancestors. Locate Crete on the map.

Ask the children if they remember the Harpies. Tell them that on Crete the Harpies told Aeneas to go to Italy. After leaving Crete the Trojans stopped briefly in Epirus on the west coast of Greece to visit Aeneas' cousin. Then they set out for Italy. Have Epirus and Italy located on the map.

2. Using Visual Cue 62, a picture of Aeneas and companions on a ship, and the map, introduce the new Latin dialogue in the usual way.

3. Ask the following questions:

   a. How did Aeneas and his group get away from Troy?

   b. Do you think you would have liked to be Aeneas' son or a member of his group as they escaped?

   c. Why or why not?

   d. What advice did Apollo give the Trojans?

   e. What advice did the Harpies give?

4. Have the following places located on the map: Troy, Thrace, Delos, Crete, Epirus, Greece, Italy.

5. Go through the new dialogue again.

LECTIO 3

Specific Objectives

1. To review the Latin dialogues presented in Lectio 1 and Lectio 2.

2. To introduce or review the following English derivatives: spirited, spiritual, esprit de corps, hostile, host, mural, immure, territory, terra firma, terrain, solo, solitude, sociable, sociology, sprite.

Activities

1. Using Visual Cues 61 and 62, go through the Latin dialogues given in Lectio 1 and Lectio 2.

2. Approach the following derivative chart in the usual fashion:

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
sprite	spiritus "ghost"	a nymph; brand name for a soda
spirited	spiritus "ghost"	showing liveliness and vigor
spiritual	spiritus "ghost"	relating to something not material
esprit de corps	spiritus "ghost"	sense of common interest developed in a group
hostile	hostis "enemy"	unfriendly
host	hostis "enemy"	large throng; army
mural	muros "walls"	a painting on a wall
immure	muros "walls"	to imprison, to wall up
territory	terras "lands"	land, region
terra firma	terras "lands"	solid earth
terrain	terras "lands"	a tract of land
solo	solus "alone"	a musical piece for one person, a performance by one person
solitude	solus "alone"	being alone, loneliness
sociable	sociis "companions"	fond of companions, friendly
sociology	sociis "companions"	the study of human society and organization

3. Ask the children to explain each of the following sentences in their own words:

a. The teacher was very sociable.

b. The boy liked solitude.

c. He studied sociology in college.

d. The drummer played a solo.

e. The terrain was mountainous.

f. Sailors are happy to return to terra firma.

g. Africa is a vast territory.

h. The man was immured for three years.

i. Romans liked to decorate their houses with murals.

j. Philadelphia has a host of problems.

k. Daniel Boone was attacked by hostile Indians.

l. The class I am in has strong esprit de corps.

m. People have important spiritual needs.

n. The race horses were very spirited.

o. He ordered Sprite with his lunch.

4. Have the children echo the derivatives chorally several times.

5. The teacher may wish to have the children make up sentences using the derivatives and the names of fellow pupils, e.g., Mary was very sociable.

LECTIO 4

Specific Objectives

1. To introduce the story of Aeneas' landing in Africa.

2. To introduce the following Latin dialogue:

Ubi est Carthago?	Where is Carthage?
Carthago est in Africa.	Carthage is in Africa.
Quis fuit regina Carthaginis?	Who was the queen of Carthage?
Regina Carthaginis fuit Dido.	The queen of Carthage was Dido.
Accepitne Dido Trojanos laete?	Did Dido receive the Trojans gladly?
Dido Trojanos laeta accepit.	Dido received the Trojans gladly.

Activities

1. Ask the children if they have ever ridden on a ferry boat or a motor boat. Ask them how modern boats differ from the boats that the Romans and the Greeks used. Mention that the boats Aeneas and his companions used were sailing boats. As they were sailing for central Italy, the wind blew them way off course during a great storm. The wind blew the boats to the coast of Africa.

2. Have Africa located on the map. Tell the children that Africa was the location of a great city called Carthage. Point out Carthage on the map. Carthage was ruled in Aeneas' time by a queen named Dido. The Carthaginians later ruled over a great empire that rivaled that of the Romans. Tell the children that Dido received the Trojans very kindly. She prepared a large banquet for them in the royal palace. She invited Aeneas to tell the story of the Trojan War.

3. Using Visual Cue 63, a picture of Dido receiving Aeneas, Ascanius, and the other Trojans, and the map, introduce the new Latin dialogue in the usual way.

4. Ask the following questions:

   a. How are modern boats different from those of Aeneas?

   b. What happened to Aeneas and his companions as they sailed to central Italy?

c. How did Dido receive Aeneas?

d. What later happened to Carthage?

e. Do you think you would have enjoyed being Ascanius when the Trojans were blown off course by the wind?

5. Go through the new Latin dialogue again.

LECTIO 5

Specific Objectives

1. To introduce the following transformations of previously learned Latin utterances:

Videtisne spiritum?	Do you see the ghost?
Spiritum video.	I see the ghost.
Videtisne muros?	Do you see the walls?
Muros video.	I see the walls.
Videtisne navem?	Do you see the ship?
Navem video.	I see the ship.
Videtisne socios?	Do you see the companions?
Socios video.	I see the companions.
Videtisne judicem?	Do you see the judge?
Judicem video.	I see the judge.
Videtisne regem?	Do you see the king?
Regem video.	I see the king.
Videtisne principes?	Do you see the leaders?
Principes video.	I see the leaders.
Videtisne tabernaculum?	Do you see the tent?
Tabernaculum video.	I see the tent.

Videtisne equum?	Do you see the horse?
Equum video.	I see the horse.
Videtisne ventrem equi?	Do you see the belly of the horse?
Ventrem equi video.	I see the belly of the horse.
Videtisne serpentes?	Do you see the serpents?
Serpentes video.	I see the serpents.

2. To introduce the story of Dido's love for Aeneas.

Activities

1. Using Visual Cues 54 - 63, teach the utterances found in the Specific Objectives of this Lectio.

2. Play the "Pointing Game". See Lectio 16 of Unit I for directions.

3. Tell the children that they are now going to hear a very sad love story. Queen Dido was very kind to the Trojans. As she listened to Aeneas tell the story of Troy, she began to fall in love with him. She wanted the Trojans to remain in Carthage. She wanted to marry Aeneas. Aeneas was not free, however, to remain in Carthage. The fates had decreed that he must go on to Italy and found a great nation. He could have lived a life of ease and comfort in Dido's palace. In a way Carthage was a symbol of the temptation to give up and not to strive for the best. In a way every human being faces "Carthages" in the course of his life, i.e., he faces the temptation to give up and not to strive. Jupiter sent Mercury to remind Aeneas of his duty. Dido was very upset by Aeneas' refusal to stay in Carthage.

LECTIO 6

Specific Objectives

1. To introduce the following Latin song:

I! Sequere Italiam ventis, pete regna per undas! regna per undas!	Go, pursue your Italy, in the winds, seek your kingdom through the waves, through the waves.
Sequar atris ignibus absens! Dabis, improbe, poenas, poenas, improbe poenas. (Vergilius)	Though absent in dark fires I will follow. You will pay the penalty, cruel man. You will pay the penalty.

2. To complete the story of Dido.

Activities

1. Tell the children that Dido's love for Aeneas grew and grew. She tried many times to persuade him to stay. Aeneas realized that his duty was calling him to Italy. He prepared his ships to leave. Dido's love began to turn into bitter hatred. She told him to leave Africa if he wished. She told him that her spirit would pursue him and bring him bad luck. She called him a cruel man and said that he would pay the penalty for his cruelty. She said that her nation, Carthage, would be a bitter enemy of the nation Aeneas was going to begin. In despair she asked her sister Anna to prepare a funeral pyre. Dido committed suicide.

2. Tell the children that they are going to learn to sing some of the things that Dido said to Aeneas after he refused to stay in Africa. The poet Vergil tells this story. Ask the children who Vergil is. Using Tape 8 or singing the song to the tune of "Rock in the Cradle of Love", teach the new song in the usual way. Use the song daily for at least two weeks to assure mastery.

3. Ask the following questions:

   a. How did Dido's attitude toward Aeneas change?

   b. What are some of the things that Dido said to Aeneas?

   c. How did Dido die?

   d. Do you feel sorry for Dido? Why or why not?

   e. Do you feel sorry for Aeneas? Why or why not?

LECTIO 7

Specific Objectives

1. To summarize the subsequent history of Carthage.

2. To introduce the following Latin dialogue:

Quis fuit Hannibal?	Who was Hannibal?
Imperator audax fuit.	He was a daring general.
Quomodo exercitus Hannibalis trans montes portatus est?	How was the army of Hannibal carried across the mountains?
Elephantis ex Africa.	On elephants from Africa.

Activities

1. Print the name HANNIBAL in large block letters. Ask the children to identify Hannibal. Make sure that the following information is brought out: Hannibal was a great Carthaginian general who led an army into Italy through the Alps. He used a herd of elephants for this purpose. Although he fought for many years bravely and fiercely, eventually he was defeated by the Romans. Before Hannibal's time, the Carthaginian Empire included northern Africa, Spain, southern France, and various islands in the Mediterranean. Point out its extent on the map. After Hannibal's defeat, it was reduced to a small territory in Africa. Eventually the Romans conquered even this small territory and completely destroyed Carthage, salting the ground so that nothing would grow there. Later under Julius Caesar the Romans rebuilt Carthage. It lasted for centuries but was destroyed by barbarians who invaded the Roman Empire. It was never rebuilt. Today it is a ruin in the desert of northern Africa.

2. Using Visual Cue 64, a picture of Hannibal, elephants, and soldiers crossing the Alps, introduce the new Latin dialogue in the usual way.

3. Ask the following questions:

   a. Who was Hannibal?

   b. Is the story of Hannibal - like the story of Dido - a myth?

c. What were some of the territories included in the Carthaginian Empire before Hannibal's time?

e. Do you admire Hannibal? Why or why not?

4. Mention that the Carthaginian Empire had extensive trade relations with the rest of Africa. The Carthaginians were great sailors. The elephants that Hannibal used were probably brought from the west coast of Africa by Carthaginian merchants. Carthaginian sailors may have even reached America long before Columbus.

5. Go through the new Latin dialogue again.

LECTIO 8

Specific Objectives

1. To review the Latin dialogue presented in the preceding Lectio.

2. To introduce or review the following English derivatives from recently learned Latin lexical items: imperialism, empire, audacious, audacity, mountainous, Montana, mountaineer, transoceanic, transcontinental, transatlantic.

Activities

1. Using Visual Cue 64, review the Latin dialogue presented in the preceding Lectio in the usual way.

2. Approach the following derivative chart in the usual way:

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
imperialism	imperator "general"	the policy of extending rule over foreign nations
empire	imperator "general"	a group of nations ruled by one government
audacious	audax "bold"	bold
audacity	audax "bold"	boldness

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
mountainous	montes "mountains"	full of mountains
Montana	montes "mountains"	the name of a state
mountaineer	montes "mountains"	someone living in the mountains
transoceanic	trans "across"	across an ocean
transcontinental	trans "across"	across a continent
transatlantic	trans "across"	across the Atlantic

3. Ask the children each of the following questions:

   a. Is Philadelphia mountainous?

   b. Why is Montana so named?

   c. What is a mountaineer?

   d. What is a transcontinental railroad?

   e. What is a transoceanic flight?

   f. What is a transatlantic flight?

   g. What is the Empire State?

   h. What is imperialism?

   i. Is a hero usually audacious?

   j. Give an example of audacity.

4. Invite the children to use the derivatives in sentences.

LECTIO 9

Specific Objectives

1. To introduce the story of Aeneas' visit to the Sibyl at Cumae.

2. To introduce the following Latin dialogue:

Quis fuit Sibylla?	Who was the Sibyl?
Propheta sapientissima fuit.	She was a very wise fortune-teller.
Ubi habitabat Sibylla?	Where did the Sibyl live?
In spelunca magna habitabat.	She lived in a large cave.
Quid agebat Sibylla?	What did the Sibyl do?
Voluntatem deorum mortalibus nuntiabat.	She told the will of the gods to mortals.

Activities

1. Using the map explain to the children that when Aeneas left Africa he sailed to Sicily. There his old father died. Aeneas then went to a place called Cumae on the west coast of southern Italy. At Cumae there lived a kind of fortuneteller who announced the will of the gods to mankind. Aeneas went to the cave where the Sibyl lived in order to seek her advice and arrange for a trip to Hades where he would be able to talk with his father's ghost. Show the children Visual Cue 65, the Cumaean Sibyl in her cave. Explain that in the inner part of her cave was an entrance to Hades, the land of the dead.

2. With Visual Cue 65, teach the new Latin dialogue in the usual way.

3. Ask the following questions:

   a. Why did Aeneas go to Cumae?

   b. What was the Sibyl's job.

   c. Was the Sibyl of Cumae similar to the oracle of Delphi?

d. Do you think you would enjoy being a Sibyl?

e. Are there people in Philadelphia who might be compared with the Sibyl?

4. Go through the new dialogue again.

LECTIO 10

Specific Objectives

1. To review the Latin dialogue presented in the preceding Lectio.

2. To introduce the following English derivatives from recently learned Latin lexical items: spelunker, speleology, prophetic, prophecy, voluntary, involuntary, the Annunciation, announcement.

Activities

1. Hold up Visual Cue 65. Using the direction Repetite nunc, omnes, have the children repeat each of the following statements.

Sibylla est.
In spelunca magna habitabat.
Voluntatem deorum mortalibus nuntiabat.

Using the direction Repete have individual children repeat the statements. Then ask the following questions to elicit the statements chorally and individually:

Quis est?
Ubi habitabat Sibylla?
Quid agebat Sibylla?

2. Have the children repeat each of the following English sentences. Explain first that each sentence contains a new English word taken from a recently learned Latin word.

a. The boys spent their Saturdays as spelunkers.

b. Some college students study speleology.

c. What he said about the outcome of the ball game was prophetic.

d. In the Bible, Isaiah wrote prophecy.

e. Contributing to the Young Great Society is a voluntary action.

f. Digesting the food you eat is an involuntary action.

g. Many artists have painted pictures of the Annunciation.

h. The principal made an announcement on the loudspeaker.

3. Approach the following derivative chart in the usual way:

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
spelunker	spelunca "cave"	cave explorer
speleology	spelunca "cave"	cave study
prophetic	propheta "fortune-teller"	foretelling the future
prophecy	propheta "fortune-teller"	a prediction
voluntary	voluntatem "will"	of one's own free will
involuntary	voluntatem "will"	operating without one's choice or free will
the Annunciation	nuntiabat "told"	the occasion on which the angel told Mary that she would give birth to Christ.
announcement	nuntiabat "told"	public notice

4. Ask the children to explain the meaning of each sentence given in Activity 2 of this Lectio. Invite the children to use the derivatives in sentences of their own.

5. Point out that involuntary is the opposite of voluntary. Mention that the Latin prefix in- is often a negative prefix. We find it in many English words. Ask the children to explain each of these words: inhuman, inattentive, incapable, inconsiderate, indelicate.

LECTIO 11

Specific Objectives

1. To introduce the following Latin dialogue:

Quis est? Aeneas est.	Who is this? This is Aeneas.
Quid agit Aeneas?	What is Aeneas doing?
Ramum aureum portat.	He is carrying the golden branch.
Ad inferos descendit.	He is going down to the lower world.
Flumen mortis videt.	He sees the river of death.

2. To introduce the story of the golden bough and Aeneas' descent to Hades.

Activities

1. Hold up Visual Cue 66, a picture of Aeneas holding a golden branch and preparing to enter Hades through the Sibyl's cave. Have the children repeat the following Latin story narration chorally and individually.

> Aeneas est.
>
> Ramun aureum portat.
>
> Ad inferos descendit.
>
> Flumen mortis videt.

Then ask the question Quis est? and Quid agit Aeneas? and elecit the answers chorally and individually.

2. Explain to the children that when Aeneas asked the Sibyl how he could arrange a trip to Hades where he would be able to see his dead father, he was told to go out to the forest and find a golden bough or branch. This bough or branch would allow him to pass into Hades and out again. Point to the golden bough in Visual Cue 66. Mention that an entrance to Hades was found in the inner part of the Sibyl's cave. As Aeneas entered Hades he saw the river of death, the Styx. Point to the Styx in Visual Cue 66. Ask the children what they remember about this river. You are looking, of course, for the story of Charon ferrying the Spirits of the dead across. People in antiquity were buried with coins so that they could pay Charon. The custom of burying people with a few coins in the coffin continues today in many countries - including America.

3. Go through the new Latin dialogue again.

4. Ask the following questions:

   a. What did the Sibyl tell Aeneas about going to Hades?

   b. Where was there an entrance to Hades?

   c. What did Aeneas see in Hades?

   d. Why are coins sometimes buried with the dead even in our own country?

   e. Do you think that you would like to have been with Aeneas as he went into Hades?

LECTIO 12

Specific Objectives

1. To introduce the following Latin dialogue:

Quid vidit Aeneas in inferis?	What did Aeneas see in Hades?
Patrem vidit.	He saw his father.
Futuram gloriam Romae vidit.	He saw the future glory of Rome.
Imperium sine fine vidit.	He saw an empire without limit.

2. To introduce the story of Aeneas' adventures in Hades.

Activities

1. Hold up Visual Cue 67, a picture of Aeneas looking at his father's ghost, Rome's future spendor, and a map of the Roman Empire. Point to the various parts of the cue and have the children repeat the following narration:

Aeneas est.
Patrem vidit.
Futuram gloriam Romae vidit.
Imperium sine fine vidit.

In teaching the utterance Futuram gloriam Romae vidit, show the pictures of the forum and other places in Rome at the height of its glory from the Historical Reconstructions of Rome. After having the narration repeated several times introduce the question Quid vidit Aeneas in inferis? and elicit the answers in the usual way.

2. Explain that after Aeneas descended into Hades and crossed the River Styx, he met the spirit of Queen Dido. He asked her if he had been the cause of her death. He said that he had left Africa against his will. Dido's spirit did not speak to him at all. He moved on to another part of Hades which we call the Elysian Fields. This was a delightfully peaceful green area where the spirits of heroes and very good men lived. The spirit of Aeneas' father, Anchises, was there. Anchises' spirit showed Aeneas the Romans of the future and their glory and their boundless empire. Anchises' spirit explained that these Romans were the descendants of Aeneas. Their greatness was to consist in bringing peace to the whole world. Aeneas said goodbye to his father's spirit and returned to earth.

3. Go through the new Latin dialogue again in the usual way.

4. Ask the following questions:

   a. How did Dido's spirit react to Aeneas?

   b. What did Aeneas mean when he said he had left Africa against his will?

   c. What did Anchises show Aeneas?

   d. What were the Elysian Fields?

e. In what was Rome's future greatness to consist?

f. America has been called a 20th century Rome. Do you think America is bringing peace to the whole world? Why or why not?

LECTIO 13

Specific Objectives

1. To introduce the following English derivatives from recently learned Latin utterances: ramifications, ramiform, descendant, descent, infernal, inferior, finis, finite, infinite, final.

2. To review the Latin dialogues presented in the preceding two Lectiones.

Activities

1. Using Visual Cues 66 and 67 review the Latin dialogues found in the preceding Lectiones in the usual way.

2. Approach the following derivative chart in the usual way:

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
ramifications	ramum "branch"	division or branch
ramiform	ramum "branch"	branchlike
descendant	descendit "goes down"	child, person descended from someone
descent	descendit "goes down"	coming down
infernal	inferos "lower world"	relating to Hades or hell, fit for hell
inferior	inferos "lower world"	lower in rank or station, poorer
finis	fine "end"	end
finite	fine "end"	limited
infinite	fine "end"	unlimited
final	fine "end"	last, coming at the end

3. Ask the children to explain each of the following sentences:

   a. Civil Rights is a subject with many ramifications.

   b. The building had ramiform designs carved on it.

   c. The man had many descendants.

   d. The astronauts prepared for descent.

   e. The drill made an infernal noise.

   f. The food was inferior.

   g. The author wrote finis on the last page of the book.

   h. Human life is finite.

   i. The universe is infinite.

   j. He made his final comment.

4. Have the children echo the derivatives chorally and individually.

LECTIO 14

Specific Objectives

1. To introduce the story of Aeneas' adventures in Latium.

2. To introduce the following Latin dialogue

Quis est?	Who is this?
Turnus est.	This is Turnus.
Quis est Turnus?	Who is Turnus?
Turnus est hostis Trojanis.	Turnus is an enemy to the Trojans.
Quomodo Turnus pugnavit?	How did Turnus fight?
Turnus gladio pugnavit.	Turnus fought with a sword.

Ubi jacet Turnus? Humi lapsus ad pedes Aeneae.	Where is Turnus lying? On the ground having fallen at the feet of Aeneas.

Activities

1. Show Visual Cue 68, Turnus lying dead at Aeneas' feet. Turnus holds a sword. Say each statement contained in the dialogue given above and have the children repeat chorally and individually. Then introduce the Latin questions in the usual fashion.

2. Explain - using the map - that after Aeneas left Cumae, he sailed for the central part of Italy called Latium. This was the area where Aeneas had been told to settle. Naturally he found people living in Latium. Some of these people were friendly to the Trojans. Others were not. Wars broke out between some of the original inhabitants of Latium and the Trojans. One of the most bitter enemies of the Trojans was a man named Turnus. After many battles Turnus and Aeneas met in single combat. Aeneas beat Turnus in this combat. The Fates had decreed that Aeneas be the winner.

3. Go through the new dialogue again.

4. Ask the following questions:

   a. Did the Trojans really have a right to settle in Latium?

   b. Can the original inhabitants of Latium be compared to the American Indians? Why or why not?

   c. Was Aeneas cruel in killing Turnus?

   d. Do you feel sorry for Turnus? Why or why not?

5. You may wish to have the children draw maps tracing Aeneas' voyage from Troy to Latium. This might be an assignment made in coopration with the regular classroom teacher.

LECTIO 15

Specific Objectives

1. To review the Latin dialogue presented in the preceding Lectio.

2. To introduce the following English derivatives from this dialogue: gladiator, gladiolus, adjacent, exhume, humus, humble, lapse, relapse, pedestrian, pedestal, pedal.

Activities

1. Using Visual Cue 68, go through the new Latin dialogue.

2. Approach the following derivative chart in the usual way:

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
gladiator	gladio "with a sword"	fighter who used a sword to entertain the public
gladiolus	gladio "with a sword"	a plant with sword-shaped leaves
adjacent	jacet "lies"	lying near
exhume	humi "on the ground"	to dig up from the ground
humus	humi "on the ground"	a kind of fertilizer or rich soil
humble	humi "on the ground"	modest, meek
lapse	lapsus "having fallen"	a failing or falling; to fall or fail
relapse	lapsus "having fallen"	falling back, failing again
pedestrian	pedes "feet"	someone who walks
pedestal	pedes "feet"	a base, platform, or underfooting
pedal	pedes "feet"	device operated with the foot

In connection with the word gladiator, use the picture of the Colosseum as a springboard for a brief discussion of the ancient Roman gladiatorial contests.

3. Ask the following questions:

   a. Where is the brake pedal in a car?

   b. Are statues frequently placed on pedestals?

   c. Are traffic lights meant to help pedestrians?

   d. When a patient has a relapse, what happens?

   e. If you lapse into sleep what happens?

   f. True or false: A humble man brags a great deal and thinks he is the best person in the whole world.

   g. Can you find humus in Fairmount Park?

   h. What would it mean to exhume a body?

   i. Is Camden adjacent to Philadelphia?

   j. What does a gladiolus look like?

   k. Where did a gladiator fight?

4. Invite the children to use the derivatives in sentences.

LECTIO 16

Specific Objectives

1. To introduce the story of Romulus and Remus.

2. To introduce the following Latin dialogue:

Qui nati sunt?	Who were born?
Gemini nati sunt, nomine Romulus et Remus.	Twins were born named Romulus and Remus.
Ubi relicti sunt?	Where were they abandoned?
In aqua Tiberis relicti sunt.	They were abandoned in the water of the Tiber.
Suntne pueri servati?	Were the boys saved?
Forte pueri servati sunt.	By chance they were saved.

Activities

1. Explain to the children that Aeneas did not actually found or establish Rome. After his defeat of Turnus he married. His descendants ruled in central Italy for many years. One of the descendants of Aeneas was a woman named Rhea Silvia. This woman was a priestess of Vesta. Ask the children if they remember who Vesta was. Rhea Silvia had twin sons by Mars. However a cruel king ordered that these boys be abandoned in the Tiber River because he feared them. Have the Tiber located on the map. Show Visual Cue 69, a picture of twin babies (Romulus and Remus) abandoned in the Tiber River. Tell the children that the boys were called Romulus and Remus.

2. Using Visual Cue 69, have the children repeat the statements contained in the new dialogue. Then introduce the questions from the dialogue in the usual way.

3. Ask the following questions:

   a. Did Aeneas live to found Rome?

   b. Who was Rhea Silvia?

   c. Why were Romulus and Remus left in the Tiber?

4. Go through the new dialogue again.

LECTIO 17

Specific Objectives

1. To review the Latin dialogue presented in the preceding Lectio.

2. To introduce or review the following derivatives from the dialogue: prenatal, postnatal, Gemini, geminate, nominal, nomenclature, relic, relinquish, fortuitous, fortunate.

Activities

1. Using Visual Cue 69, go through the Latin dialogue presented in the preceding Lectio.

2. Approach the following derivative chart in the usual way:

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
prenatal	nati sunt "were born"	before birth
postnatal	nati sunt "were born"	after birth
Gemini	gemini "twins"	the name of a constellation
geminate	gemini "twins"	to grow in pairs
nominal	nomine "by name"	in name only
nomenclature	nomine "by name"	a set or system of names
relic	relicti sunt "were abandoned"	something left behind
relinquish	relicti sunt "were abandoned"	to abandon
fortuitous	forte "by chance"	happending by chance
fortunate	forte "by chance"	lucky

3. Ask the children to explain the meanings of the following sentences:

   a. The 1947 Plymouth was described as an old relic.

   b. He relinquished his claim to the desk.

c. It was a fortuitous event.

d. The boy was very fortunate.

e. Prenatal and postnatal medical care is important.

f. The flowers geminated.

g. He saw the Gemini in the sky.

h. People who don't vote and participate in public affairs are only nominal citizens.

i. Biologists have their own nomenclature.

4. Have each of the derivatives chorused by the children.

5. Invite the children to use the new derivatives in sentences of their own.

LECTIO 18

Specific Objectives

1. To introduce the following Latin dialogue:

Quis est lupa?	Who is the she-wolf?
Lupa est pueris nutrix.	The she-wolf is the nurse for the boys.
Quis est hic puer?	Who is this boy?
Hic puer est Romulus.	This boy is Romulus.
Quis est Romulus?	Who is Romulus?
Romulus est conditor gentis Romanae.	Romulus is the founder of the Roman nation.

2. To introduce the story of the founding of Rome.

Activities

1. Using Visual Cue 70, a picture of the twin babies being nursed by a she-wolf, introduce the narrative portion of the above dialogue. Have the children repeat the narrative chorally and individually. Then introduce the questions in the usual way.

2. Explain that after Romulus and Remus were abandoned in the Tiber River, a she-wolf discovered them. This she-wolf took care of the infants. She treated them as though they were her own cubs. Mention that the she-wolf nursing the infants became a famous symbol of the city of Rome. It is still used today in Rome on garbage trucks, trolleys, buses, subway cars, signs, and public buildings. Later a shepherd took care of the boys. Romulus decided to start a new city. This city - Rome - probably took its name from its founder Romulus. Romulus and Remus did not get along well together. Remus showed his contempt for Romulus' new city by jumping over the wall. In a quarrel Romulus killed Remus. Romulus became the first king of Rome.

3. Go through the new Latin dialogue again.

4. Ask the following questions:

   a. How did the she-wolf help Romulus and Remus?

   b. Is the she-wolf nursing the infants still a famous symbol of Rome? Where is it used?

   c. Did Romulus get along well with Remus?

   d. Do you think that Romulus was justified in killing Remus?

   e. In what way was Romulus similar to William Penn?

   f. Do you think you would have liked to have been Romulus?

5. Write the words myth and history on the chalkboard in such a way that they overlap. Explain that the story of Romulus and Remus may be both history and myth, i.e., the story may have some basis in reality but may also be partially fictitious. We frequently don't know when history stops and a myth begins.

LECTIO 19

Specific Objective

To introduce the following quotation and the background associated with it:

Tu reger' imperio populos, Romane, memento (hae tib' erunt artes), pacisqu' imponere morem, parcere subjectis, et debellare superbos. (Vergilius)
O Roman, remember to rule the peoples with authority (these will be your arts), to impose the custom of peace, to spare subject people and to destroy utterly the proud.

Activities

1. Tell the children that today they are going to learn a quotation that indicates in what Rome's greatness was to lie. Paraphrase the quotation in English. Then have the children repeat it in Latin several times chorally.

2. Explain that the quotation comes from the writings of Vergil. Ask the children to identify Vergil. Point out that Vergil tells the story of Aeneas' journey to Hades. While Aeneas is in Hades, Anchises tells him about Rome's future greatness. According to Vergil, Anchises utters the quotation.

3. Have the children say the quotation repeatedly. You may wish to have them recite it metrically paying close attention to the "feet" and the length of the syllables. The lines scan as follows:

— ∪ ∪ / — ∪ ∪ / — ∪ ∪ | — — / —∪ ∪ / — —
Tu reger' / imperi / o populos, Rom / ane, me / mento
— ∪ ∪ — — — — — — —∪ ∪ / — —
(hae tib' e / runt ar / tes), pa / cis qu' im / ponere / morem,
— ∪ ∪ / — — / — — — / —∪ ∪ / — —
parcere / subjec / tis, et / debel / lare su / perbos

The long syllables marked thus (—) are held twice as long as the short syllables marked thus (∪). The teacher should avoid, of course, any technical explanation of metrics. He should simply say that the lines will be recited in rhythm, i.e., with "beat" and with "soul". Have the quotation whispered, recited in a loud tone and in a soft tone.

4. Ask the children to give their opinions on this quotation. Is it right for one nation to rule another? Is it right for a nation to impose peace? Is it right for a nation to spare subject people? Is it right for a nation to destroy the proud? Was Rome's destiny anthing like modern America's?

LECTIO 20

Specific Objectives

1. To review the story of Aeneas' visit to Hades.

2. To introduce the following Latin utterances:

Quo vadis?	Where are you going?
Ad inferos descendo.	I go down to Hades.
Quid video?	What do I see?
Romam vides.	You see Rome.
Futuram gloriam vides.	You see future glory.
Imperium sine fine vides.	You see empire without end.

Activities

1. Tell the children that they will now stage a playlet called "Ad Inferos Descendo." It is about Aeneas' trip to Hades. The script runs as follows. Appoint children to the various roles.

Sibylla: Quo vadis?

Aeneas: Ad inferos descendo.

(Aeneas walks into Hades.)

Archises: Salve!

Aeneas: Salve, pater!

(Pupils carrying pictures of the Circus Maximus, the Colosseum, the Forum, and Hadrian's Tomb pass by Aeneas and Anchises.)

Aeneas: Quid video?

Anchises:	Romam vides. Futuram gloriam vides. Imperium sine fine vides.
Chorus (i.e., pupils carrying pictures):	Romam vides. Futuram gloriam vides. Imperium sine fine vides.
Chorus and Anchises:	Tu reger' imperio populos, Romane, memento (hae tib'erunt artes), pacis quo' imponere morem, parcere subjectis, et debellare superbos.

2. Have other sets of children perform the dramatization.

3. At some point in the class you may wish to have the children explain what the Colosseum is, what the Circus Maximus is, etc.

4. Have the dramatization performed again.

5. Ask if the children ever saw a movie called "Quo Vadis?" on the Late Show. Mention that there is a famous movie and book with this title dealing with the persecution of the Christians in Roman times. The expression is sometimes used in English. Ask what it means.

LECTIO 21

Specific Objectives

1. To review the Latin dialogue presented in Lectio 17.

2. To review the quotation Tu reger' imperio, etc.

3. To introduce the following English derivatives from recently learned lexical items: lupine, nutritious, nutriment, gentile, genocide, memento, popular, population.

Activities

1. Have the children echo each of the following sentences:

   a. The German shepherd had a lupine appearance.

   b. Milk is very nutritious.

c. Sea water contains many nutriments.

d. Many Americans are gentiles.

e. The Nazis tried to commit genocide.

f. The signed picture was a memento of President Kennedy.

g. Popular sentiment was in favor of the law.

h. The population of Botswana is about 600,000.

2. Using Visual Cue 70, go through the dialogue from Lectio 17 of this Unit. Have the children repeat the Tu reger' imperio quotation.

3. Approach the following derivative chart in the usual way:

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
lupine	lupa "wolf"	wolf-like
nutritious	nutrix "nurse"	giving nourishment
nutriment	nutrix "nurse"	food
gentile	gentis "of the nation"	non-Jewish
genocide	gentis "of the nation"	slaughter of a nation
memento	memento "remember"	something to remember someone or something by
popular	populos "people"	liked by the people
population	populos "people"	total number of people

3. Have the children echo each of the new words chorally and individually.

4. Now ask the children to explain the meaning of each sentence given in Activity 1 of this Lectio.

LECTIO 22 (UNIT REVIEW)

Specific Objective

To review the Latin utterances presented in this Unit:

Quis est? Spiritus Hectoris est.

Quid ait spiritus? "Heu fuge, nate dea. Hostis habet muros."

Ubi navigavit Aeneas? Ad multas terras navigavit Aeneas.

Navigavitne Aeneas solus an cum sociis? Cum sociis navigavit.

Ubi est Carthago? Carthago est in Africa.

Quis fuit regina Carthaginis? Regina Carthaginis fuit Dido.

Accepitne Dido Trojanos laete? Dido Trojanos laete accepit.

Quis fuit Hannibal? Imperator audax fuit.

Quomodo exercitus Hannibalis trans montes portatus est? Elephantis ex Africa.

Quis fuit Sibylla? Propheta sapientissima fuit.

Ubi habitabat Sibylla? In spelunca magna habitabat.

Quid agebat Sibylla? Voluntatem deorum mortalibus nuntiabat.

Quis est? Aeneas est.

Quid agit Aeneas? Ramum aerum portat. Ad inferos descendit. Flumen mortis videt.

Quid vidit Aeneas in inferis? Patrem vidit. Futuram gloriam Romae vidit. Imperium sine fine vidit.

Quis est? Turnus est.

Quis est Turnus? Turnus est hostis Trojanis.

Quomodo Turnus pugnavit? Turnus gladio pugnavit.

Qui nati sunt? Gemini nati sunt, nomine Romulus et Remus.

Ubi relicti sunt? In aqua Tiberis relicti sunt.

Suntne pueri servati? Forte pueri servati sunt.

Quis est lupa? Lupa est pueris nutrix.

Quis est hic puer? Hic puer est Romulus.

Quis est Romulus? Romulus est conditor gentis Romanae.

Quo vadis? Ad inferos descendo.

Quid video? Romam vides. Futuram gloriam vides. Imperium sine fine vides.

Videtisne spiritum? Spiritum video.

Videtisne muros? Muros video.

Videtisne navem? Navem video.

Videtisne socios? Socios video.

Videtisne judicam? Judicem video.

Videtisne regem? Regem video.

Videtisne principes? Principes video.

Videtisne tabernaculum? Tabernaculum video.

Videtisne equum? Equum video.

Videtisne ventrem equi? Ventrem equi video.

Videtisne serpentes? Serpentes video.

Cantemus carmen "I sequere Italiam".

I sequere Italiam
ventis, pete
regna per undas!
regna per undas!
Sequar atris ignibus absens!
Dabis, improbe,
poenas, poenas.

Tu reger' imperio populos, Romane, memento (hae tib' erunt artes), pacisqu' imponere morem, parcere subjectis, et debellare superbos.

Activities

1. Have the song "I sequere Italiam" sung through several times.

2. Have the playlet "Ad Inferos Descendo" role played at least once. See Lectio 19 of this Unit for details.

3. Use the rest of the class period to play "Right Reply". Lectio 19 of Unit I gives details on this game. Restrict the questions to those found in the Specific Objectives of this Lectio.

LECTIO 23 (UNIT REVIEW)

Specific Objective

To review the following English derivatives presented in this Unit: spirited, spiritual, sprite, esprit de corps, hostile, host, mural, immure, territory, terra firma, terrain, solo, solitude, sociable, sociology, imperialism, empire, audacious, audacity, mountainous, Montana, mountaineer, transoceanic, transcontinental, transatlantic, spelunker, speleology, prophetic, prophecy, voluntary, involuntary, the Annunciation, announcement, ramifications, ramiform, descendant, descent, infernal, inferior, finis, finite, infinite, final, gladiator, gladiolus, adjacent, exhume, humus, humble, lapse, relapse, pedestrian, pedestal, pedal, prenatal, postnatal, Gemini, geminate, nominal, nomenclature, relic, relinquish, fortuitous, fortunate, lupine, nutritious, nutriment, gentile, genocide, memento, popular, population.

Activities

1. Tell the children that they are now going to review the new English words that they have been learning. Have the group echo chorally the derivatives listed in the Specific Objectives of this Lectio.

2. Play the "Optime!" game on these derivatives for most of the class period. See Lectio 14 of Unit I for details on this game. Ask questions about the etymologies and meanings of the English derivatives.

3. Invite the children to use the derivatives in sentences.

LECTIO 24 (UNIT REVIEW)

Specific Objective

To review salient information on the adventures of Aeneas and the founding of Rome.

Activities

1. Tell the children that they will now review some of the things they have learned about Aeneas and the founding of Rome. Ask the following questions:

a. What did Hector's ghost tell Aeneas to do?

b. When Aeneas visited Apollo's shrine at Delos, what did Apollo advise?

c. Trace Aeneas' trip to central Italy on the map.

d. How did Dido receive Aeneas in Africa?

e. Why did Aeneas land in Africa?

f. How are modern ships different from those of Aeneas?

g. What did Dido want Aeneas to do?

h. When Aeneas refused to stay in Carthage what did Dido do?

i. What temptation did Carthage symbolize?

j. Who reminded Aeneas to leave Carthage and continue to head for Italy?

k. What became of Carthage after Dido's death?

l. Who was Hannibal?

m. Who was the Sibyl of Cumae?

n. How did the Sibyl help Aeneas?

o. What were some of the things Aeneas saw in Hades?

p. According to Anchises, in what was Rome's future greatness to consist?

q. When Aeneas landed in central Italy, did all his problems end?

r. Did Aeneas himself found the city of Rome?

s. How were Romulus and Remus related to Aeneas?

t. What did the she-wolf do for Romulus and Remus?

u. Give some examples of how myths blend with history.

2. Play the "Quis sum?" game. See Lectio 21 of Unit I for details on this game. Possible persons to be identified are: Hector, Aeneas, Ascanius, Anchises, Dido, Hannibal, Sibyl, Charon, Turnus, Romulus, Remus, Rhea Silvia.

3. Discuss the following questions with the children. You may wish - in cooperation with the regular classroom teacher - to assign composition work on some of these questions. The composition work might be done during the Latin period or at some other time.

   a. Do you think that Aeneas was right in leaving Carthage and Dido? Why or why not? Do you feel sorry for Dido?

   b. In the life of Aeneas, Carthage was a symbol of the temptation to give up and not to strive for the best. What Carthages do sixth grade pupils experience?

   c. Which of the following men do you admire most and why? Aeneas, Turnus, Romulus, Hannibal.

APPENDIX I - THE CLASSICAL PRONUNCIATION OF LATIN

Praenotandum: The following very brief summary of the Classical Pronunciation of Latin is presented for the convenience of teachers. Teachers trained in other systems of pronunciation should review the summary carefully.

1. Long vowels have the following sounds:

   a as in father

   e as in they

   i as in machine

   o as in lone

   u as in rude

   y as in the French tu

2. Short vowels are supposedly the same qualitatively as long vowels; quantitatively, however, they take less time to say than long vowels.

3. Diphthongs have the following sounds:

   ae as in aisle

   au as in round

   oe as in oil

   eu as in they plus rude

4. Consonants are in general as in English. Note, however, these sounds of letters and groups of letters.

   g is always as in good

   t is always as in top

   c is always as in cat

   v is like the English w in wet

   gn is not a special character

   ti is not a special character

   qu is always as in queer

   j is like the English y in yes

bs equals ps

s is always as in <u>s</u>ay

ch is almost like k in loo<u>k</u>

ph is almost like p in <u>p</u>ut

th is almost like t in <u>t</u>en

4. Accent falls on the first syllable of a two-syllable word. In a longer word the accent falls on the next to the last syllable if it is long. If that syllable is short, the one immediately preceding it is stressed. A syllable is long if it contains a long vowel or diphthong or if the vowel is followed by two consonants.

   Since long vowels are not marked in this Teachers' Guide, teachers should have a Latin dictionary available when they are unsure of accentuation.

APPENDIX II - EXTRAUNITAL LATIN SONGS

Praenotandum: The children may enjoy listening to and/or learning some of the following songs which have been recorded on Tape 9.

1. Gaudeamus Igitur (Medieval student song)

Guadeamus igitur, juvenes dum sumus! Gaudeamus igitur juvenes dum sumus! Post jucundam juventutem, post molestam senectutem, nos habebit humus, nos habebit humus.	While the glowing hours are bright, let not sadness mar them; for when age shall rifle youth and shall drive our joys unsooth, then the grave will bar them.

2. Integer Vitae (Words by Horace)

Integer vitae scelerisque purus non eget Mauris jaculus necqu' arcu nec venenatis gravida sagittis, Fusce, pharetra	The upright person and the one who is free from the crime does not need javelins from Morocco or a bow or a quiver weighted down, Fuscus, with poison arrows.

3. Flevit Lepus Parvulus (Renaissance popular song)

Flevit lepus parvulus clamans altis vocibus: Quid feci hominibus quod me sequuntur canibus? Quid feci hominibus quod me sequuntur canibus?	The little rabbit wept crying in a loud voice: What did I do to me that they pursue me with dogs? What did I do, etc.

4. Dona Nobis Pacem (Liturgical motet)

Dona nobis pacem, pacem; dona nobis pacem. Dona nobis pacem; dona nobis pacem. Dona nobis pacem; dona nobis pacem.	Grant us peace, peace. Grant peace, etc.

5. Veni Sancte Spiritus (Gregorian chant)

Veni Sancte Spiritus et emitte caelitus lucis tuae radium. Veni pater pauperum, veni dator munerum, veni lumen cordium.	Come holy spirit and send forth from heaven the radiance of your light. Come father of the poor, come giver of gifts, come light of hearts.

6. Quem Pastores Laudauere (14th century Xmas carol)

Quem pastores laudavere, quibus
angeli dixere, absit vobis jam
timere, hatus est rex gloriae.

The shepherds have praised him.
The angels have said to them,
"Do not be afraid. The King of
Glory is born."

7. We Three Kings of Orient Are

Orientes reges tres
procul dona portantes
per campos et montes imus,
stellam sequentes

O stella potens et mira,
stella regalis pulchra,
semper movens ad occasum
duc nos ad claram lucem.

8. Hava Nagila

Per valles voces canunt; tintinni
resonant; omnes,
O canite nunc! (repeat 4 times)

Canite ubi fruges
altas sub caelo est.
Multum vinum adest;
O canite nunc!
Vertite et levate
bracchia; tollite
clamorem hodie;
o canite nunc!
Nunc, jam, ite dextram;
tollite pedes et cordes,
voces etiam concordes;
volate sicut aves,
volate sicut aves -
volucres - Cadite!
O, o canite nunc!

9. We Shall Overcome

Superabimus! Superabimus!
Superabimus altera die!
In corde meo scio:
Superabimus cito.

10. Joshua Fit de Battle of Jericho

Oppugnavit Josue Jericho, Jericho, Jericho,
Oppugnavit Josue Jericho, Corruerunt tum muri.

11. On Top of Old Smoky

In summo Fumosi in nive stabam
propter tardum petendum
perdidi amatam.
Petere est placens discessus dolor,
sed amata inconstans
quam fur valde pejor.

12. When the Saints Go Marching In

Ingredientibus Sanctis.
Ingredientibus Sanctis.
Volo hiscum numerari.
Ineuntibus Sanctis.

13. The Glow Worm

Luc', Cicindela, mica, mica,
Luc', Cicindela, mica, mica!
duc nos, de longe erremus;
vox amoris illic vocat.

14. Puff, the Magic Dragon

Aura, draco magi, habitat ad mare,
et lusit brum' autumni, in
illa terra Honoli.

15. Old MacDonald Had a Farm

Senex Marcus habet fundum.
i-ae, i-ae, o.
In hoc fundo habet porcum.
i-ae, i-ae, o.
Oenc oenc hic et
oenc oenc illic et oenc oenc ubique - ubique oenc.
Senex Marcus habet fundum. i-ae, i-ae, o.

Senex Marcus habet fundum. i-ae, i-ae, o.
In hoc fundo habet canem.
i-ae, i-ae, o
Bau-vau hic et bau-vau illic et
bau-vau ubique, ubique bau-vau.
Senex Marcus habet fundum. i-ae, i-ae, o.

Senex Marcus habet fundum. i-ae, i-ae, o.
In hoc fundo habet bovem.
i-ae, i-ae, o.
Mu-mu hic et mu-mu illic et
mu-mu ubique, ubique mu-mu.
Senex Marcus habet fundum. i-ae, i-ae, o.

(The teacher may wish to elicit additional stanzas from the children.)

16. Agnus Dei (melody by Bizet on Tape 9)

Agnus Dei qui tollis peccata mundi
miserere nobis. Agnus Dei qui tollis
peccata mundi miserere nobis.
Agnus Dei qui tollis peccata mundi
dona nobis pacem.

APPENDIX III - MODERN HOLIDAYS AND THE CLASSICAL HERITAGE

Praenotandum: The teacher may wish to call attention to the information given below in connection with the following modern holidays related to the classical heritage:

Thanksgiving - The Romans celebrated a festival at harvest time known as the Cerealia. Its purpose was to give thanks to Ceres for the gifts of the harvest. After several days of fasting, great feasts were held. The first fruits of the harvest were offered to Ceres. Ripe ears of corn were used for decorations. Cornucopiae or horns of plenty were also used in the celebration. Harvest festivals survived after the coming of Christianity and the Middle Ages. The Pilgrim Fathers who instituted Thanksgiving in America knew about these harvest festivals.

Christmas - The Romans held a festival in late December in honor of Saturn called the Saturnalia. This festival lasted for several days. It was celebrated with feasts and banquets. Gifts were exchanged. Evergreen boughs, candles, and mistletoe were used to decorate houses. People greeted one another on the streets with the cry Io Saturnalia! ("Hooray for the Saturnalia!"). In order not to deprive people of this wonderful winter festival the Christians decided to celebrate the birth of Christ in late December. Many of the customs of the Saturnalia were applied to Christmas.

Easter - According to some authorities some of the Easter customs observed today may go back to various spring festivals celebrated in the Roman Empire. Dyed eggs were seemingly used in some of the rites in honor of Bacchus. The word Easter itself seems to come from the name of the Anglo-Saxon goddess of the spring.

Washington's Birthday - George Washington like so many of the founding fathers of our country was man very familiar with classical antiquity. Like Thomas Jefferson, Benjamin Franklin, and others he admired the governmental systems of the Roman Republic and the Greek city states. They patterned our government on these. Such ideas as democracy, the three branches of government, and the system of checks and balances were Greco-Roman ideas. Washington loved to read such Roman authors as Cicero, Caesar, and Livy in Latin.

Lincoln's Birthday - Abraham Lincoln's oratorical style was modeled on that of the great Roman author and statesman Cicero. The carefully balanced sentences and the simple, though eloquent, style of the Gettysburg Address remind us of Cicero's speeches. The slavery which Lincoln ended in the United States was different from the slavery which the Greeks and Romans practiced. Slaves in antiquity were often better educated than their masters. Slaves often served as teachers and doctors. Most slaves were Europeans who were captured in wars. Slavery gradually declined in the Roman Empire because of its unprofitableness and the lack of supply of new slaves to replace slaves who gained their freedom.

St. Valentine's Day - St. Valentine was a Roman priest put to death for his Christian beliefs in the 3rd century A.D. According to some authorities his death took place on February 14, the date of a pagan celebration in honor of Venus and Cupid. Cupids are often used today on Valentine cards and elsewhere as symbols of love.

Reverend Dr. Martin Luther King Day - Reverend King is reputed to have been a strong believer in the study of Latin as a means for broadening one's knowledge of world culture and the English language. He is said to have attributed his own eloquent command of English to his background in Latin. Reverend King, of course, lived and died to promote equality of opportunity and an end to racial discrimination. According to leading authorities racial discrimination was unknown in Roman antiquity. Black and white people lived and worked together in harmony. Many great figures of classical antiquity such as Aesop, Terence, Hannibal, St. Augustine, and the Severi dynasty of Roman emperors were black and/or African.

Mother's Day - The Romans celebrated a festival on March 1 called the Matronalia in honor of Juno and motherhood. Roman mothers marched in procession to Juno's temple with flowers and offerings for the goddess. Big family celebrations were held on this day to honor the mother.

St. Patrick's Day - The name Patrick is, of course, of Latin origin. It is connected etymologically with pater. St. Patrick himself was reputed to be a distinguished Latinist who understood, spoke, read, and wrote the language fluently. He lived in the days when the Roman Empire in the West was in its final stage of decline.

APPENDIX IV - LIST OF BOOKS ON MYTHOLOGY SUITABLE FOR SIXTH GRADERS

Praenotandum: The children should be encouraged to read some of the following books on mythology. The elementary school library should be encouraged to acquire these books.

Benson, Sally. STORIES OF THE GODS AND HEROES. Dial Press, 1940.

Buchanan, Cynthia Dee. PROGRAMMED READING BOOKS 20, 21. Sullivan Associates, McGraw Hill, 1965.

Chandon, G. MYTHS AND LEGEND: STORIES FROM THE ILIAD AND THE ODYSSEY. A Holly Book, World, 1965.

D'Aulaire, Ingri and Edgar P. BOOK OF GREEK MYTHS. Doubleday, 1962.

Dolch, Edward and Marguerite. GREEK STORIES FOR PLEASURE READING. Garrard, 1955.

Evslin, Bernard. HEROES, GODS, AND MONSTERS OF THE GREEK MYTHS. Four Winds Press, 1967.

Genest, Emile. MYTHS OF ANCIENT GREECE AND ROME. A Holly Book, World, 1965.

Gerdes, Florence Marie. THE AENID: A RETELLING FOR YOUNG PEOPLE. St. Martin's Press, 1969.

Green, Roger Lancelyn. HEROES OF GREECE AND TROY. Henry Z. Walck, 1961.

Green, Roger Lancelyn. TALES THE MUSES TOLD. Henry Z. Walck, 1965.

Gringhuis, Dirk. GIANTS, DRAGONS, AND GODS: CONSTELLATIONS AND THEIR FOLKLORE. Meredith Press, 1968.

Hawthorne, Nathanial. PEGASUS: THE WINGED HORSE: A GREEK MYTH. Macmillan, 1963.

Kingsley, Charles. THE HEROES. Children's Press, 1968.

Lang, Andrew. TALES OF TROY AND GREECE. Roy, 1963.

McLean, Mollie and Wiseman, Anne. ADVENTURES OF THE GREEK HEROES. Houghton Mifflin, 1961.

Petrovskaya, Kyra. THE QUEST FOR THE GOLDEN FLEECE. Lothrop, Lee, and Shepard, 1962.

Picard, Barbara Leonie. THE ILIAD OF HOMER. Henry Z. Walck, 1960.

Pollack, Merrill. PHAETHON. J. B. Lippincott, 1966.

Sissons, Nicola Ann. MYTHS AND LEGENDS OF THE GREEKS. Hart, 1960.

Weil, Lisl. KING MIDAS' SECRET AND OTHER FOLLIES. McGraw Hill, 1969.

White, Anne Terry. ODYSSEUS COMES HOME FROM THE SEA. Thomas Y. Crowell, 1968.

Witting, Alisoun. A TREASURY OF GREEK MYTHOLOGY. Harvey House, 1966.

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